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THE UNIVERSITY OF ALBERTA

THE ROLE OF THE FACULTY CONSULTANT

by

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A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE

STUDIES AND RESEARCH IN PARTIAL FULFILLMENT

OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF EDUCATION

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FALL, 1980

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled "The Role of the Faculty Consultant," submitted by PETE M.R. HALL in partial fulfillment of the requirements for the degree of Master of Education.

Supervisor

Date August 26, 1980

Dedicated to my Mother

Iris Hall

and to my late Father

Edward Hall

ABSTRACT

The general purpose of this study was to describe the perceptions for the role of the faculty consultant in the culminating elementary practicum programs offered by the University of Alberta. Specifically, the purposes were: (1) to analyze and describe expectations of faculty consultants, student teachers, and cooperating teachers for the role of the faculty consultant; and (2) to explore perceived reasons for consensus or disagreement among and within the groups on the expectation items.

The framework of role theory advanced by Gross, Mason and McEachern (1958) was selected for use in this study. Expectations were defined in terms of behavior expected of incumbents of a position.

The entire population of 79 cooperating teachers, 79 student teachers and 20 faculty consultants who were involved in the culminating elementary practicum programs offered by the University of Alberta during the winter term (January to April, 1980), was asked to participate in the study.

Two survey instruments were developed for the study. The first was a questionnaire instrument which consisted of 52 items representing expectations for the role of the faculty consultant. Subjects were asked to indicate their opinions on each item by selecting one of the following five responses: strongly agree, agree, undecided, disagree, and strongly disagree. The second instrument was an interview schedule which consisted of 11 items. Individual structured interviews were conducted with 5 cooperating teachers, 5 student teachers and 2

faculty consultants to ascertain perceived reasons for agreement or disagreement among and within the groups on specific items in the questionnaire.

Regarding intra-position consensus, a relatively high variance indicated low consensus, while a relatively low variance indicated high consensus. Different degrees of consensus on the expectation items were found within each of the three groups. None of the groups expressed perfect nor complete lack of consensus on any of the items.

The results of the analysis of variance test on the responses of the three groups, to the 52 items, indicated that there were no significant differences in the response distributions of the groups on 29 items, and significant differences on 23 items. Agreement among the groups was based on items having non-significant F Probability scores and relatively high consensus. Thirteen of the 29 items on which there were no significant differences among the groups were interpreted as reflecting agreement among the groups. With regard to these 13 functions the role of the faculty consultant was interpreted as being clearly defined.

Twenty-three items yielded non-significant F Probability scores. Scheffe's test was used to determine the pairs of groups that differed significantly. The t test was then used to determine differences in direction and intensity. The greatest number of disagreement in terms of direction and intensity occurred between student teachers and faculty consultants, while the least occurred between student teachers and cooperating teachers.

Interviewees suggested that there was agreement among the groups on certain roles because such functions were explicitly state

by the university authorities.

On the basis of the findings it was suggested that communication among and within the groups should be increased, and that courses in supervision of student teachers should be developed for faculty consultants.

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CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS

Introduction

Student teaching is viewed as an essential component of the teacher education program, and is one of the requirements for teacher certification in the provinces in Canada. Many public and separate schools in the provinces are used as centers for student teaching. The teacher training institutions provide the student teachers and faculty consultants while the public and separate schools provide the cooperating teachers, the pupils and other facilities that are required for the practicum experience of student teachers. Still further, student teaching includes competent supervision. Bennie (1972:17) states:

> Only through careful guidance can the student teacher reach the expected outcomes of the student teaching experience. [Competent] supervision must be forthcoming from the [teacher training institution], from the administrative officials in the schools, and, most frequently of all, from the classroom teacher.

Student teachers, cooperating teachers, and faculty consultants interact during the practicum exercises. However, the role of the faculty consultant in the student teaching exercise varies from institution to institution, and quite often the role is incompletely described. Stadermann (1964:64) adds:

> The role of the faculty consultant can be clearly defined in any program of teacher

> education...The faculty consultant should be responsible for more than a nebulous role of undefined association with the student teaching program in participating schools and the college setting.

Gross, Mason, and MacEachern (1958:61) state that in studying a particular role a researcher "would presumably try to elicit from the members of a specified population the expectations which they hold for incumbents of a specified position". Accordingly, the expectations held by faculty consultants, student teachers and cooperating teachers for the role of the faculty consultants in the culminating elementary practicum programs were considered in this study.

PURPOSE OF THE STUDY

The purpose of the study was to describe the perceptions for the role of the faculty consultant in the culminating elementary practicum programs offered by the University of Alberta. Specifically, the purposes were: (1) to analyze and describe expectations of faculty consultants, student teachers, and cooperating teachers for the role of the faculty consultant; and (2) to explore perceived reasons for consensus or disagreement among and within the groups, on the expectation items.

STATEMENT OF THE PROBLEMS

The following problems were investigated.

1. What degree of consensus exists within each respondent group -- faculty consultants, student teachers, and cooperating teachers -- on each expectation item relating to the role of the faculty consultant in the culminating elementary practicum programs offered by the University of Alberta?

2. What degree of consensus exists among the respondent groups on expectations for the role of the faculty consultant in the culminating elementary practicum program?

3. What are the respondent's perceived reasons for agreement or disagreement among and within the three groups, on expectations for the role of the faculty consultant?

SIGNIFICANCE OF THE STUDY

This study was not a direct replication of any of the previous studies concerning the expectations for the role of the faculty consultant, as conducted by Kaplan (1967), Ashby (1973) and Cluett (1977), yet it shared common features with the three studies.

Michaelis (1960) and Waters (1973) suggest that studies of the role of the faculty consultant be undertaken. The Association for Student Teaching (1968:IV) states:

> The identification of the role of the faculty consultant of student teaching has been inadequate. He obviously represented the college in the student teaching program. Beyond that, however, the guidelines were not clear. No well-developed, widely accepted rationale existed for giving directions to his work and coordinating it with that of other student teaching workers.

Ratsoy, Babcock, and Caldwell (1978) evaluated the 1977-'78 Education practicum programs offered by the University of Alberta. The results of their study indicated that there is a need for a clearer definition of the role of the faculty consultant. In the study reported in the following chapters, the researcher is concerned with identifying role expectations for the faculty consultant on which cooperating teachers, student teachers and faculty consultants agree or

disagree. The findings should provide information that can be used to clarify and delinate the role of the faculty consultant in the culminating elementary practicum programs. The findings may also provide a framework useful as a guideline to planners who are currently in the process of modifying the practicum programs offered by the University of Alberta.

A description of the state of consensus among the three groups of role definers on expectations for the role of the faculty consultant may serve as the starting point for planning ways to increase clarity of the role of the faculty consultant. In addition, Miklos (1963:7) supports role clarifications, and stresses the importance of having adequate information about "the expectations which are held for one's role and the degree of consensus among those who hold the expectations".

An analysis of the data gathered by use of the interview schedule may furnish deeper insights into the nature of agreement or disagreement among and within the groups on expectations for the role of the faculty consultant. Such data may indicate the factors to be taken into account when attempts are made to establish clarity and consensus on the faculty consultant's role.

DEFINITION OF TERMS

Cooperating Teacher

A cooperating teacher is a full-time classroom teacher in the public or separate school who is given the responsibility of working directly with student teachers. This term is synonymous with "supervising teacher".

Student Teacher

A student teacher is a university student, undergraduate or graduate, who is engaged in a program of guided teaching over a period of consecutive weeks.

Faculty Consultant

A faculty consultant is a university faculty member, graduate student, or other person employed to represent the university in the student teaching program.

Position

A position is the location of an actor or class of actors in a system of social relationships (Gross et al., 1958:67).

Role

A role is a set of expectations applied to an incumbent of a position (Gross et al., 1958:67).

Consensus

Consensus is general agreement on expectations within or among specified groups of role definers. Consensus may be classified as Inter and Intraposition Consensus.

a) Interposition Consensus is the agreement between two or more groups of role definers. In this study the role definers are student teachers, faculty consultants and cooperating teachers.

b) Intraposition Consensus is the agreement among members of the same group of role definers.

Direction

Direction of expectations refers to the choice among positive, negative and neutral expectations. In this study positive expectations

are represented by the response designation "strongly agree" (5) and "agree" (4), negative expectations are represented by "disagree" (2) and "strongly disagree" (1), and neutral expectations are represented by "undecided" (3).

Intensity

Intensity of expectation is the term used to refer to the choice between category 5 and 4 when the direction of expectation is positive, or the choice between 2 and 1 when the direction is negative.

Role Conflict

Role conflict refers to incompatible expectations for the behavior of the incumbent of a position.

Expectation

An expectation is an evaluative standard applied to an incumbent of a position (Gross et al., 1958:67).

Culminating Elementary Practicum Programs

The culminating elementary practicum programs are the final student teaching programs in a series of elementary practicum programs offered by the University of Alberta. The final elementary practicum programs are: Education Practicum 301; Education Practicum 402; and Plan B. Successful completion of one of these final practicum programs is mandatory for the Elementary Bachelor of Education degree.

ASSUMPTIONS, DELIMITATIONS, AND LIMITATIONS

Assumptions

1. It was assumed that the role of the faculty consultant in the culminating elementary practicum could be clarified and described by an investigation of the expectation held by student teachers,

faculty consultants and cooperating teachers.

2. It was assumed that respondents would be honest and frank in expressing their expectations.

3. It was assumed that student teaching is a system of social relationships in which the behavior of participants is influenced by their own expectations and those of others.

4. It was assumed that the data obtained through interviews could be analyzed for perceived reasons for different degrees of consensus or disagreement on expectations for the role of the faculty consultant in the culminating elementary practicum programs.

Delimitations

1. This study is confined to the expectations for the role of the faculty consultant in the culminating elementary practicum programs offered by the University of Alberta.

2. The sample of faculty consultants was drawn from the population of faculty consultants associated with the culminating elementary practicum programs offered by the University of Alberta during the Winter Term, 1980.

3. The sample of cooperating teachers was drawn from the population of elementary school cooperating teachers, who were involved with the culminating elementary practicum programs offered by the University of Alberta, during the Winter Term, 1980.

4. The sample of student teachers was drawn from the population of undergraduates and graduates who were engaged in one of the culminating elementary practicum programs during the Winter Term, 1980.

5. Interviews were conducted with a sub-sample of those respondents who indicated their preparedness to participate in a

follow-up interview.

Limitations

The extent to which generalizations can be made from the data provided by this study is limited. The findings of this study are descriptive of three selected groups, and is therefore directly applicable only to the personnel and university involved in the study.

The expectation items referred to in the study are limited to those referred to in published articles and studies on student teaching.

ORGANIZATION OF THE THESIS

Chapter I contains a statement of the problems and the definitions of terms.

Chapter II contains a review of the related literature which is delimited to three topics: (1) Role Theory, (2) Empirical Investigations on Certain Role Concepts, and (3) Studies Regarding the Role of the Faculty Consultant.

A description of the population, the hypotheses, the questionnaire and a brief account of the statistical methods employed is presented in Chapter III.

Analysis of the data is presented in Chapter IV through VI.

The summary of the study, conclusions, implications, and suggestions for further research are presented in the final chapter -- Chapter VII.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

The literature related to this study was reviewed under three categories: (1) Role Theory, (2) Empirical Investigations on Certain Role Concepts, and (3) Studies Regarding the Role of the Faculty Consultant.

ROLE THEORY

Sarbin (1954:223) suggests that role theory in a sense is an interdisciplinary theory in that its variables are drawn from anthropology, psychology, social psychology and sociology. He states that "the broad conceptual units of the theory are role, the unit of culture; position, the unit of society; and self, the unit of personality". The theory also embraces two kinds of interactions, namely, (1) the interaction of role and self and (2) the reciprocal actions, which are organized into roles between persons.

In addition, Thomas and Biddle (1966:3) in discussing role theory states that the theory is concerned with real-life behavior as it is displayed in an on-going social situation. The theory is a relatively new field of inquiry "and like any scientific endeavor role theory aspires to understand, predict and control the particular phenomena included in its domain of study". During its relatively brief history the language of the theory has undergone elaboration and refinement. "Many behavioral scientists made contributions to this language, but the writings and teachings of Mead, Moreno, and Linton

were particularly influential" (Thomas and Biddle, 1966:18). However, an overview of the literature on role theory is focussed on role, position, expectation, consensus and conflict which are deemed to be pertinent to this study.

Role

The social sciences literature is replete with not only a variety of definitions of the term role, but also with many important issues that have been generated by hypotheses taken from role theory. The problem regarding the term role was discussed by Neiman and Hughes (1951) and Gross et al. (1958). Neiman and Hughes (1951:149) after reviewing eighty different sources which used the concept role conclude that "the concept role is at present still rather vague, nebulous, and non-definitive". Gross et al. (1958) ascribe the differences in definitions by various authors to: (1) the discipline of the definers and the particular problems in which they are interested, (2) semantic differences and (3) the perpetuation of the differences in Linton's own conceptions in his two volumes -- The Study of Man and The Cultural Background of Personality.

Notwithstanding the various definitions of the term role, Gross et al. (1958) placed these definitions in three categories. The first category consists of those definitions of role which equate it with the normative culture patterns. The second category includes those definitions in which role is treated as an individual's definition of his situation with reference to his and others' social position. Definitions which deal with role as the behavior of actors occupying social positions were placed in the third category. However, in this study particular attention is paid to the definitions in the normative

culture pattern category.

Many authors have used the role concept to embrace the normative pattern of social behavior. They postulate that individuals do not behave in a random manner, instead their behavior is influenced to a degree by their own expectations and those of others in the group or society in which they participate. Linton (1945:77), for example, defines role in terms of the sum total of the culture patterns associated with a particular status. He states that a role

> includes the attitudes, values and behavior ascribed by society to any and all persons occupying this status. It can even be extended to include the legitimate expectations of such persons with respect to the persons in other statuses within the same system.

Newcomb (1950:280), a psychologist who was influenced by Linton's writing, states that positions are always associated with roles. "The ways of behaving which are expected of any individual who occupies a certain position constitutes the role associated with that position". Similarly, Gross et al. (1958:60) define role as "a set of expectations applied to an incumbent of a particular position".

In spite of some fundamental differences among authors regarding the definition of the term role, yet three basic ideas appear in most definitions of role. The basic ideas "are that individuals: (1) in social locations (2) behave (3) with reference to expectations" (Gross et al., 1958:17).

Position

According to Sarbin (1954:224) roles and positions are interdependent concepts, but not identical. He believes that "roles are linked with the position and not with the person who is temporarily

occupying the position". However, Linton (1945:76,78) uses the term status instead of position. In addressing the concept status, he states:

> the place in a particular system which a certain individual occupies at a particular time will be referred to as his status with respect to that system...An individual not only can and does occupy simultaneously a series of statuses but he also knows the roles pertaining to them. He can never exercise all these roles simultaneously ...He operates sometimes in terms of one status and its role, sometimes in those of another. The status in terms of which an individual is operating is his active status at that particular point in time.

Both terms -- status and position -- have about equal precedent. Gross et al. (1958:48) prefer to use the term position because they believe that status connotes the idea of a person's rank in a hierarchical system. They define position as "the location of an actor or class of actors in a system of social relationship". It is a Herculean task to separate the idea of location from the relationship which define it. Persons cannot be located without delineating their relations to other individuals; the positions imply the relationships and the relationships imply the positions. Furthermore, "in the analysis of a particular position certain specifications are necessary in order that the object of analysis will be clear" (Gross et al., 1958:50). The specifications are, namely, the relational and the situational aspects of a particular position.

Newcomb (1950:277) expresses his concerns regarding the relational specification of a position when he states that "since every position is a part of an inclusive system of positions, no one position has any meaning apart from the other positions to which it is related".

This being the case, it then becomes necessary for a researcher in concentrating on one position, to specify the other positions with which his analysis will be concerned.

Gross et al. (1958) position - centric model, adapted for use in this study, is illustrated in Figure 1. The relational specification of the focal position -- the faculty consultant -- is specified by its relationships to three counter positions, namely, student teachers, cooperating teachers and other faculty consultants. It should be stressed that there are no hierarchical implications in the model, and in addition, the model does not take into consideration the relationships among counter positions. One sector of the focal position has been left unshaded to show that only a limited set of positions is being considered.

The second specification which is required, concerns the situational context in which the position will be examined. The first type of situational specification is almost geographic in nature. It delineates the scope of the social system in which the position is to be studied. For example, the researcher shall study the faculty consultant's position in Edmonton. When one chooses a specific community in which to study a given position a set of situational factors, namely, the size of the community, the resources available, and so on, is implied. In addition, it is important to note that the situational and relational aspects of positions crosscut each other. A position with a particular relational specification may be examined in several situational contexts, and a position in a certain situational context may be viewed with several diverse relational specifications. However, emphasis has been placed on the relational specification of a position

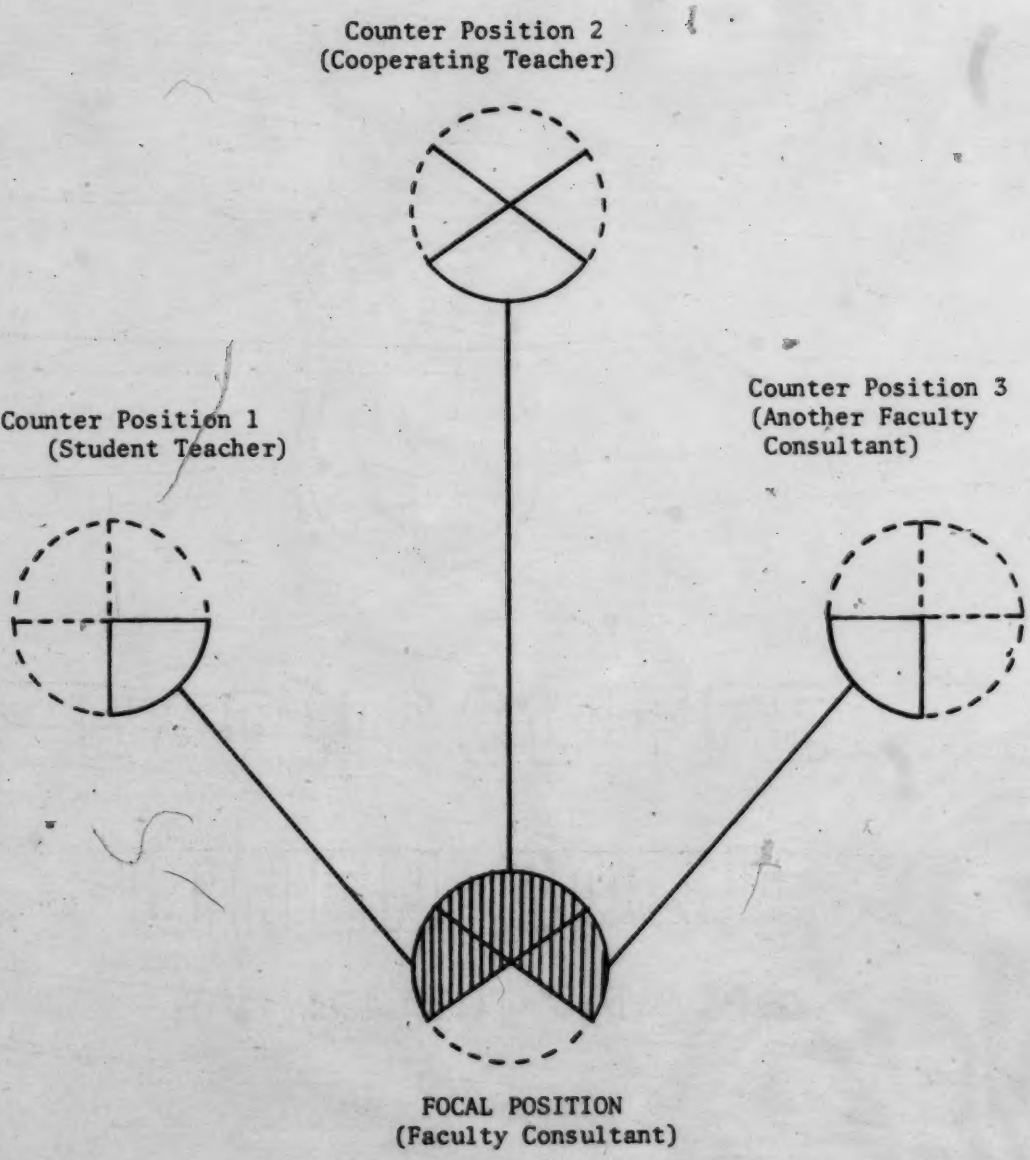


Figure I

THE POSITION -CENTRIC MODEL

because of its importance in this study.

Expectation

The term expectation has been used in at least two different senses in role formulation. In one sense the term refers to a prediction while in the other sense it refers to a normative criterion or standard of evaluation. The statement, "The student teacher's expectation is that the faculty consultant will visit the school on Friday", illustrates the use of the term in the predictive sense. When positions are analyzed with respect to how the incumbents of the positions should interact or ought to interact with each other, such analysis is concerned with the use of expectation in the normative sense. Expectation as defined by Gross et al. (1958:58) is "an evaluative standard applied to an incumbent of a position". Some writers (Stogdill, Scott and Jaynes, 1956; Kaplan, 1967; Freed, 1976; and Cluett, 1977) prefer to use the term role-expectation. However, the definitions attributed to the term role-expectation by the above writers are similar to the recently stated definition of the concept expectations.

A single normative expectation contains two dimensions -- intensity and direction. The term intensity is used to describe the strength of agreement or disagreement on a normative expectation, while direction is used to describe agreement or disagreement. In addition, expectations serve as a behavioral model to which the incumbent of a position may adjust. Expectations are also organized in such a manner "that meaningful behavioral units are created from what would otherwise be a series of isolated and disconnected elements of behavior" (Sarbin and Allen, 1968:498). The authors further suggest that:

> the content of role expectations is comprised of more than just guidelines for action. Not only is the occupant of a position expected to perform certain acts and not others; he is also expected to perform actions in specified ways (Sarbin and Allen, 1968:498).

In order to determine what a group expects it has been suggested that one should ask its members what they expect. In seeking empirical demonstration of expectation among members of the group one is "led to expect not a single expectation, but a number of expectations that may or may not be the same" (Gross et al., 1958:5). Variations in expectations for the incumbent of a particular position may also be found among different groups of role-definers.

Stogdill et al. (1956) found it convenient to divide expectation into two basic groups -- (1) self-expectations and (2) others-expectations. The first type refers to expectations which an occupant of a position holds for his own particular position. The second type refers to the expectations which are held by other persons for the occupant's behavior in his position. The expectations held by others may or may not coincide with one another, or even with those of the incumbent of the position. It should not be interpreted that the two types of expectations are necessarily contradictory

> or that the other-expectations are homogeneous with respect to any particular position...Self-expectations and other-expectations are not independently derived. They are reciprocally formulated definitions of the situation, which sometimes merge, sometimes diverge, and which are modified and reformulated in the process. (Stogdill et al., 1959:3,4)

Consensus

"The concept, role is incomplete without the concept, consensus" (Bible and McComas, 1963:226). Many definitions of consensus

exist in the writings of social scientists. There has been a tendency for some social scientists to assume that consensus on the expectations for incumbents of a particular social position exists among members of a society. Linton (1945), for example, assumes that consensus is a "given". This assumption stems from the impact that the construct of culture, a central conceptual tool of the anthropologist, had on some social scientists.

In opposition to the assumption that consensus is a "given", Foskett (1969:6) argues that such assumption may be appropriate when one is talking about a conceptual model, but is incorrect when talking about the real state of affairs.

> Even the most casual observation reveals that there is a range of consensus from one role norm to another, from one situation to another, and from one population to another. The point is that consensus is not a given but rather a variable to be determined by empirical inquiry.

Consensus is the general agreement within or among specified groups of role definers. Consensus that exists between two or more groups is labelled inter-position consensus, while consensus that exists among members of any group is called intra-position consensus. Since consensus is defined as a "degree of agreement" Speight (1968:388) argues that:

> Consensus can vary in degree from high to low, between polar opposites of total agreement and total disagreement. A continuum would be appropriate to describe the gradations between the two extremes.

Homans (1950:124) was also aware that the degree of consensus among group members on expectations for the incumbents of a position may vary. He defined a role as norms that states "...the expected

relationship of a person in a certain position to others he comes into contact with...". Homans (1950:126) further suggests:

> The more frequently men interact with one another, the more nearly alike they become in the norms they hold, as they do in their sentiments and activities.

In addressing the concept of consensus Shils (1968) states that most of the adult population is consensual on some issues on some occasions. However, within the population of consensus, some sections might be strongly attached to all the beliefs concerning an issue, others might be intensely attached only to some of the beliefs and faintly to others, and some might be attached to very few of the beliefs and ignore most of the other beliefs. In addition, the patterns of beliefs which individuals bring into consensus are simultaneously coherent and incoherent. Shils (1968:263) suggests further:

> If each individual had a perfectly systematized pattern of beliefs, those who disagreed with him on one particular belief would disagree with him on all others. On the other hand, if this pattern of belief were totally incoherent, there would be no stability in the groups formed by the consensus around the particular beliefs.

Shils (1968:264) also suggests that:

> consensus facilitates collaboration: it reinforces the cooperation which arises from coincidences of interest, and limits the range of the divergence of interests by defining ends in a way which renders them more compatible.

Role Conflict

Sarbin (1954:228) suggests that role conflict occurs when an individual "occupies two or more positions simultaneously and when the role expectations of one are incompatible with the role expectations of the other". Role conflict may also occur when there is a lack of agreement among various groups and persons who hold expectations for the

behavior of the incumbent of a particular position. However, role conflict may not be as serious as it is sometimes considered to be. Seldom is there complete agreement among role definers on expectations for a particular position. Miklos (1963:6) states:

> it would appear that some lack of agreement on expectations is not only desirable but essential if a social system is to function at all...this lack of agreement becomes more noticeable as expectations become more specific.

EMPIRICAL INVESTIGATIONS ON CERTAIN ROLE CONCEPTS

Gross et al. (1958) undertook an extensive study of the role of the school superintendent. Their primary objectives were to investigate degrees of consensus within a school board, and consensus between school board members and their superintendent on expectations for the superintendent. The study revealed that there were different degrees of consensus within and between groups on expectations for the role of the school superintendent. The researchers also observed that human behavior is influenced to some degree by the expectations an individual holds for himself and the expectations which others hold for him. Another finding was that a person's position in a social system influences the kind of social relationships in which he is involved, and the expectations he or others apply to his behavior.

Getzels and Guba (1954) examined the relationships in the military situation between two highly organized roles; those of officer and of teacher. This included an analysis of the conflict between these roles when held by a single individual, and the consequences of such conflict for the effective management of one of the roles. The study revealed that the severity of role conflict is dependent upon the

relative incompatibility of expectations between two roles held simultaneously by one individual, and the severity with which expectations are defined. The researchers also found that ineffectiveness in the performance of a role is related to the intensity of personal involvement in role conflict.

Bible and McComas (1963:232) observed that "consensus on role definition and on perception of role performance was related to teacher effectiveness". Teachers rated "high" in effectiveness and their school administrators had a greater degree of consensus on role expectations than did teachers rated "low" and their school administrators. Bible and McComas (1963:230) also observed that "the more effective teachers may have done a better job in communicating their role expectations to their school administrators".

STUDIES REGARDING THE ROLE OF THE FACULTY CONSULTANT

Introduction

For many years universities and colleges which have been involved in teacher education have incorporated faculty supervision into the student teaching program. However, the various teacher training institutions in North America have not attached a common label to their supervisors of student teachers. Instead an array of titles, for the incumbents of the position, confronts the reader: Faculty Consultant, Practicum Supervisor, Clinical Consultant, Clinical Associate, College Supervisor, University Supervisor, University Consultant. Several functions are associated with a single title. In addition,

> The Supervisor's role varies from institution to institution according to his realms of responsibility. The more inclusive the supervisor's role, the more complex is his task and the more sophisticated the background needed to fulfill it. (Conroy, 1969:11)

However, Pfeiffer (1964:XI) states that the "variety of roles in itself is not necessarily undesirable, but when it exists as a result of confusion, uncertainity, and lack of knowledge, professional knowledge is demanded".

The terms "college supervisor", "university supervisor", "college consultant", and "university consultant" were used extensively in the various related research studies. In this study the term faculty consultant was used in lieu of either of these terms. In addition, the various research studies on the role of the faculty consultant was discussed under two headings - (1) Multiple Institution Research Studies and (2) Single Institution Research Studies.

Multiple Institution Research Studies

Kunde (1973) using a thirty adjective semantic differential instrument investigated the actual perceived and the ideal perceived role of the faculty consultant. Twenty-nine colleges which offered under-graduate and graduate elementary programs in student teaching participated in the study. The questionnaires were mailed to fifty directors of student teaching who were randomly selected from the 1972 national membership list of the American Association of Colleges for Teacher Education and the Association of Teacher Educators. Each director was requested to complete a questionnaire, and to administer the others to the rest of the subjects. Completed questionnaires were received from 182 student teachers, 73 cooperating teachers, 60 faculty consultants and 30 directors.

Kunde (1973) found that all respondents viewed the supervisory role as it was constituted in about the same manner. However, with respect to the ideal perceived role, all groups differed significantly from the viewpoint expressed by the directors of student teaching. Faculty consultants and directors were farthest apart in their perceptions of the ideal role of the faculty consultant. When the directors were excluded, agreement on expectations for the ideal role was found among the other respondent groups. The researcher concluded that the lack of consensus and the ambiguous nature of the responses appear to be the contributing factors to the lack of a clear definition of the role of the faculty consultant.

Hytrek's (1973) study was concerned with the role of the faculty consultant as perceived by cooperating teachers located in a six state area. These cooperating teachers were involved in the elementary and secondary practicum programs offered by three universities and three colleges.

The study revealed that the cooperating teachers were in agreement on administrative and supervisory duties of faculty consultants. With respect to supervisory duties, the cooperating teachers felt that faculty consultants should visit the schools about once every two weeks, and cooperating teachers and student teachers should sometimes be notified of coming visits. The cooperating teachers also felt that faculty consultants should be able to help student teachers with subject matter as well as general methods. The cooperating teachers also agreed that faculty consultants should meet regularly with the student teachers and cooperating teachers; and that the student teacher should be allowed to evaluate his field experience.

Single Institution Research Studies

Petty (1964) sought to determine: (1) if individuals within any one group - Elementary Student Teachers, Secondary Student Teachers, Elementary Supervisors, Secondary Supervisors, University Supervisors, Elementary Administrators and Secondary Administrators - held common expectations for the role of the faculty consultant in the student teaching program at the University of Oregon, and (2) if widely differing expectations were held by the various groups. Data were gathered from randomly selected members of each group by means of a thirty-five item questionnaire instrument. In addition to the questionnaire, verbal opinions of subjects regarding the role of the faculty consultant were recorded. The results of the study indicate that there was consensus within and between groups on most expectation items. Although consensus was found on most of the items, yet role conflict did exist in enough instances and to a large enough degree to cause concern to persons involved in the teacher training program at the University of Oregon.

Kaplan (1967) using a forty item role expectation questionnaire investigated the role expectations for faculty consultants. All the subjects -- eighty-nine student teachers, seventy supervising teachers, and twenty faculty consultants -- were associated with the elementary student teaching program at the State University College at Buffalo, New York.

The results of the study revealed that of the forty items on the role expectation instrument there was consensus among the three groups on twenty-five. Nine of the twenty-five items reflected high consensus (90-100%).

> Of the nine items reflecting high consensus, one item fell in the category planning; one item was in the category observation; three items were in the category evaluation; and four items reflecting high consensus among the groups were in the category additional activities. (Kaplan, 1967:83-84)

There was disagreement among the three groups on fifteen items.

> Of these fifteen items, two items fell in the category of planning; six items were in the category observation; six items were in the category evaluation; and one item in the category additional activities. (Kaplan, 1967:83)

An analysis of the interview data indicated that different perceptions of the role of the faculty consultant, particularly in the areas of evaluation and acting as a resource consultant, were the major factors which the three groups viewed as contributing to lack of agreement.

The purpose of Ashby's (1973) study was two-fold: (1) to determine the expectations for the role of the faculty consultant associated with Fordham University pre-service education program; and (2) to determine perceived reasons for consensus on expectations among or within the groups of cooperating teachers, student teachers and faculty consultants. The interview instrument was based on the analysis of the forty-item role expectation instrument data.

Ashby (1973) found that there was consensus among the groups on thirty-eight items. The researcher concluded that the role of the faculty consultant was defined for these items. A closer examination of the thirty-eight items reveals that low (50-59%) or low moderate (60-69%) consensus was determined for five items, and high consensus (90-100%) was determined for thirteen items. The high incidence of

consensus coupled with the finding that consensus tended to be in the higher range of agreement led the researcher to conclude that communication among the three alter groups in the teacher education program was commendable.

There were signigicant differences between groups on two expectation items. First, faculty consultants and cooperating teachers agreed on the expectation that faculty consultants should look over the student teachers' daily lesson plans. Student teachers did not favor this item. Second, faculty consultants favored the use of video taping as an evaluative technique, and student teachers did not. Ashby (1973) concluded that the role of the faculty consultant was not defined for these two items. The analysis of the interview data indicated that the three groups favored Fordham's policy of requesting weekly visits by the faculty consultants to the cooperating schools.

Freed (1976) investigated the expectations held by faculty consultants, principals, cooperating teachers and student teachers for the role of the faculty consultant in the elementary student teaching program, at Temple University during the Fall semester, 1973. All respondents were involved in the University's student teaching program.

The study revealed that faculty consultants should be mainly concerned with the professional development of the student teacher. Freed (1976) also found that there was disagreement among the groups on the item referring to more input, by the faculty consultants, into the selection and evaluation of cooperating teachers and schools. Faculty consultants and student teachers agreed that faculty consultants should have more input into the selection and evaluation of cooperating teachers and schools, while principals and cooperating

teachers agreed that faculty consultants should not be concerned with that area of the practicum. According to the student teachers, the difference of opinion on that item created many problems for them.

Cluett (1977) sought to analyze and describe the role of the faculty consultant who was associated with the student teaching program at Memorial University, Newfoundland. He also explored the respondents' perceived reasons for the different degrees of consensus that was found among and within groups on the expectation items.

Completed role expectation questionnaires were received from ninety-two percent of the cooperating teachers, ninety-three percent of the school administrators, and one hundred percent of the faculty consultants surveyed. The items on the role expectation questionnaire were divided into six categories, namely, Evaluation, Administration, Instruction, Providing Leadership, Establishing Liaison and General Category.

The results of the study indicated a lack of consensus among the four groups mainly in the categories of Evaluation and Administration. Some lack of consensus was also found in each of the other four categories. Further analysis of the responses which displayed a lack of consensus revealed that the direction with which expectations were held accounted for the difference in seventy percent of the items. An analysis of the data collected from the interviews disclosed that all groups perceived the faculty consultant as the overall co-ordinator of the student teaching experience. The faculty consultant was also viewed as being primarily concerned with settling disputes, briefing participants in the practicum program, sharing in the supervisory responsibilities, advising, and evaluating student teachers. The

faculty consultant was not seen as an expert on teaching or in the content areas.

Neal, Kraft and Kracht (1967:24) posed the question, "Why should the university provide personnel to supervise student teachers assigned to the cooperating public schools?" to faculty consultants, student teachers, public school administrators, and their cooperating teachers associated with the Southern Illinois University student teaching program. Roles were developed from the free responses to the question. Analysis of the responses to the roles revealed that "as a whole, the four groups perceive liaison as the most significant role of the faculty consultant" (Neal et al., 1967:24).

Expecatation items were placed under various headings, and some of the studies shared common headings. Hytrek's (1973) study revealed that there was consensus on administrative expectations while Cluett's (1977) study revealed that there was a lack of consensus in that area. With respect to expectations under Evaluation, Kaplan (1967) found a high degree of consensus on three items and a lack of consensus on six. Cluett (1977) found that Evaluation was one of the main areas in which there was a lack of consensus. Ashby (1973) used a modified form of Kaplan's (1967) questionnaire. Ashby (1973) found consensus on thirty-eight out of the forty items, while Kaplan (1967) found consensus on twenty-five out of the forty items. However, it is important to note that consensus on expectations for the role of the faculty consultant was found to be a variable rather than a "given" in both multiple and single institution studies.

SUMMARY

The review of the related literature was divided into three categories -- (1) Role Theory, (2) Empirical Investigations on Certain Role Concepts, and (3) Studies Regarding the Role of the Faculty Consultant.

It was suggested that Role Theory is an interdisciplinary theory in that its variables are drawn from many of the social sciences. The theory is concerned with real-life behavior as it is displayed in an on-going situation. The framework of role theory advanced by Gross et al. (1958) was used as the frame of reference in this study. In this framework consensus on role definition is not a "given", instead it is a variable to be determined by empirical inquiry. Conflict can result from the lack of consensus.

Studies done by Getzel and Guba (1954), Gross et al. (1958), and Bible and McComas (1963) were discussed. Gross et al. (1958) observed that a person's position in a social system influences the kind of social relationships in which he is involved, and the expectations he or others apply to his behavior.

In the introduction under Studies Regarding the Role of the Faculty Consultant it was pointed out that various institutions attach different titles to the person employed to supervise student teachers during the student teaching exercise. The supervisor's role in student teaching varies from institution to institution.

The discussion of the research studies was sub-divided into Multiple Institution Research Studies and Single Institution Research Studies. The various research studies indicated that there were

different degrees of consensus among role definers on expectations for the role of the faculty consultant.

CHAPTER III

THE RESEARCH DESIGN

The design of the study, the type of instrumentation, and the method used in the collection of the data are described in this chapter. The chapter concludes with a brief explanation of the treatment applied to the data.

The Design of the Study

This study is a descriptive survey of the expectations of faculty consultants, student teachers, and cooperating teachers for the role of the faculty consultant in the culminating elementary practicum programs offered by the University of Alberta. The framework of role theory advanced by Gross et al. (1958) provides the theoretical underpinnings of the study. In order to investigate role consensus in the context of student teaching it was necessary to design instruments specifically for that purpose. Both questionnaires and structured interview schedules were used for the collection of data.

The Questionnaire

The questionnaire instrument was divided into two major parts -- (A) Demographic Data and (B) Expectation Items. The items listed under Demographic Data were slightly different for each group. On the other hand the three groups were asked to respond to the same 52 items listed under Expectation Items. A copy of the questionnaire is included in Appendix B.

The literature on student teaching was consulted in order to devleop the role expectation items. The most frequently identified functions which faculty consultants performed, were expected to perform, or were not expected to perform were framed into expectation items. In addition, expectation items were developed from those used in the studies by Kaplan (1967) and Ashby (1973). The final form of the expectation instrument (Part B) included 52 items. These items were grouped under the following headings: Bridging, Planning, Visitation, Observation, Evaluation and General Category. Each of the items was prefaced with the statement "A faculty consultant should." Subjects were asked to respond to each item by choosing one of the following responses: strongly agree, agree, undecided, disagree, or strongly disagree.

The Interview Schedule

The structured interview schedule was developed to obtain information regarding perceived reasons for consensus or disagreement on specific items in the questionnaire. The procedures used in formulating the interview schedule were those suggested by Kahn and Cannell (1957). Interviews were conducted with a randomly selected sub-sample (5 cooperating teachers, 5 student teachers and 2 faculty consultants) of questionnaire respondents who indicated their willingness to participate in a follow-up interview. A copy of the interview schedule is included in Appendix C.

Validity of Instruments

To help ensure non-ambiguity, validity and clarify of statements, the questionnaire instrument was distributed to the following

for critical review:

1. four members of the Department of Educational Administration, University of Alberta;
2. three student teachers who did elementary student teaching during the Winter Term, 1979;
3. four faculty consultants; and
4. three cooperating teachers who were involved in the University of Alberta elementary student teaching program, 1978-79.

The majority of criticisms that were made by the above respondents were directed towards the relevance of certain expectations for the faculty consultant, and towards the need for precise terms. In consideration of these constructive criticisms and recommendations, modifications to the instrument were made.

A pilot test was conducted with an initial form of the interview schedule. The respondents were a cooperating teacher, a student teacher and a faculty consultant. The schedule was revised on the basis of the comments made in the trial interviews.

THE POPULATION

Three groups of subjects -- cooperating teachers, student teachers and faculty consultants -- who were involved in the culminating elementary practicum programs offered by the University of Alberta during the winter term (January to April, 1980) participated in the study. Questionnaires were distributed to the entire population of 79 cooperating teachers, 79 student teachers and 20 faculty consultants. Of the grand total of 178 questionnaires which were distributed,

a net total of 142, or 79.8 percent of the number distributed, were received in usable form. Twelve members of the population who offered to participate in a follow-up interview were interviewed, individually. The demographic characteristics of the three groups of subjects are described in the following sections.

Cooperating Teachers

Questionnaires were returned by 72 of the 79 cooperating teachers surveyed. Of the 72 returns, 2 arrived too late to be used in the study, leaving 70 useable returns from cooperating teachers. The useable returns represented 89 percent of the total number of questionnaires that were distributed to this group. The characteristics of this group as reported in the responses on the Demographic Data sheet are presented in Table I.

Fifty four, or 77 percent, of the cooperating teachers were female. Of the entire group of cooperating teachers 77 percent graduated with a Bachelor of Education degree, while 50 percent reported having one to ten years teaching experience, and 67 percent reported having supervised one to ten student teachers.

Student Teachers

The student teachers who participated in the study were assigned student teaching experiences ranging from a period of three to five consecutive weeks. This group returned 59 out of the 79 questionnaires distributed, and of these, 3 arrived too late to be used in the study, leaving 56 (71 percent) useable questionnaires from student teachers.

Successful completion of Education Practicum 201 is a prerequisite for enrollment in Education Practicum 301. Students enrolled

Table I

CHARACTERISTICS OF 70 COOPERATING TEACHERS

Characteristics	Number	Percent
1. Sex:		
Male	15	21
Female	54	77
No response to item	1	1
2. Age:		
21 - 25	5	7
26 - 30	19	27
31 - 35	14	20
36 - 40	13	19
41 - 45	6	9
46 - 50	7	10
51 - 55	2	3
Over 55	3	4
No response to item	1	1
3. Years of Teaching Experience:		
1 - 5	14	20
6 - 10	21	30
11 - 15	12	17
16 - 20	12	17
21 - 25	6	9
Over 25	4	6
No response to item	1	1

Table I (Continued)

Characteristics	Number	Percent
4. Years Experience as a Cooperating Teacher:		
1 - 5	42	60
6 - 10	18	26
11 - 15	6	9
16 - 20	1	1
Over 20	1	1
No response to item	2	3
5. Approximate Number of Student Teachers Supervised:		
1 - 5	24	34
6 - 10	23	33
11 - 15	7	10
16 - 20	8	11
Over 20	5	7
No response to item	3	4
6. Academic Qualifications:		
B. Ed.	54	77
Bachelor degree other than B. Ed.	9	13
Masters	5	7
Others (Grad. Diploma)	9	13
7. Teach a Split Grade Class:		
Yes	16	23
No	53	76
No response to item	1	1

Table I (Continued)

Characteristics	Number	Percent
8. Grades Taught:		
K	3	4
1	17	24
2	17	24
3	13	19
4	15	21
5	15	21
6	11	16
Others (Library, Resource Room)	4	6

in Education 301 are subjected to three consecutive weeks of student teaching. The prerequisite practicum is considered to be Round 1 of student teaching, while Education Practicum 301 is considered to be Round 2 for the student involved in these two programs.

Students enrolled in Plan B are assigned three rounds of student teaching, a different grade for each round, in the same school throughout the academic year. At the time of the study, Plan B student teachers were participating in Round 3 of the practicum experience which was of five weeks duration.

Students enrolled in Education Practicum 402 are assigned to seven weeks of student teaching which was divided into two rounds. Round one, if possible, is at the students' non-preferred division in a school while round two is at the preferred division in another school. Round 1 was in progress at the time of this study. Table II provides the demographic data of the student teachers.

Student teachers were predominantly female (78 percent). Approximately 63 percent of the sample were enrolled in Education Practicum 402. Fifty-nine percent of the student teachers did not hold a degree.

Faculty Consultants

Completed questionnaires were returned by 16 of the 20 faculty consultants surveyed. All of the returns were useable. This represented 80 percent of the total number of questionnaires distributed. The characteristics of the group are presented in Table III.

Fifty percent of the faculty consultants were female. About 38 percent of the whole group had 1 to 5 years of public or separate

Table II

CHARACTERISTICS OF 56 STUDENT TEACHERS

Characteristics	Number	Percent
1. Sex:		
Male	11	20
Female	44	78
No response to item	1	2
2. Age:		
Under 21	4	7
21 - 25	38	68
26 - 30	7	13
31 - 35	4	7
36 - 40	3	5
3. Qualifications:		
Degree Holder	23	41
Non-Degree Holder	33	59
4. Assigned to a Split Grade Class for Round 1:		
Yes	11	20
No	43	77
No response to item	2	3
5. Grade(s) Assigned to Teach During Round 1:		
K	1	2
1	12	21

Table II (Continued)

Characteristics	Number	Percent
2	13	23
3	10	18
4	12	21
5	13	23
6	19	34
Others (Library)	1	2
6. Assigned to a Split Grade for Round 2:		
Yes	11	20
No	41	73
No response to item	4	7
7. Grade(s) Assigned to Teach During Round 2:		
K	1	2
1	7	13
2	14	25
3	11	20
4	11	20
5	10	18
6	11	20
Others (Special Ed.)	1	2
8. Culminating Practicum Program Enrolled In:		
Ed. Practicum 301	10	18
Ed. Practicum 402	35	63
Plan B. Elementary Route	11	19

Table III

CHARACTERISTICS OF 16 FACULTY CONSULTANTS

Characteristics	Number	Percent
1. Sex:		
Male	8	50
Female	8	50
2. Age:		
26 - 30	1	6
31 - 35	6	38
36 - 40	5	31
41 - 45	3	19
46 - 50	1	6
3. Years of University Teaching Experience:		
0	1	6
1 - 5	6	38
6 - 10	5	31
11 - 15	3	19
No response to item	1	6
4. Years of Public and/or Separate School (K - 12) Teaching Experience:		
1 - 5	6	38
6 - 10	7	44
11 - 15	3	19

Table III (Continued)

Characteristics	Number	Percent
5. Years as Faculty Consultant:		
1 - 5	12	75
6 - 10	2	13
11 - 15	2	13
6. Categories of Faculty Consultants:		
Faculty member excluding practicum associate	8	50
Practicum associate	4	25
Graduate student in residence	3	19
Others (Non-University personnel)	1	6
7. Number of Student Teachers Supervised:		
1 - 25	4	25
26 - 50	8	50
76 - 100	4	25
8. Academic Qualifications:		
B. Ed.	2	13
Bachelor degree other than B. Ed.	5	31
Masters	7	44
Ph.D.	6	36
Others (PD AD, Teachers' Diploma)	2	13

school teaching experience, while 75 percent had 1 to 5 years experience as faculty consultants.

DATA COLLECTION PROCEDURES

Field Services, Faculty of Education, granted the researcher permission to use its files for the purpose of securing the addresses of subjects. Permission was also obtained, from the same body, to mail the questionnaires to the subjects. In addition, permission was secured from Edmonton Public, Edmonton Separate, St. Albert Separate, Strathcona County and the County of Parkland School Boards to submit questionnaires to samples of cooperating teachers in their jurisdictions.

The questionnaire, a covering letter and a stamped, self-addressed envelope were sent to each student teacher and cooperating teacher through the regular mail service. These two groups of subjects returned the completed questionnaires through the same mail service. The questionnaires to faculty consultants were distributed through the Campus Mail Services and were returned to the researcher through the same service.

A coding system was devised to identify subjects who were mailed questionnaires, and to identify respondents who expressed willingness to take part in follow-up interviews. Three days after the deadline for the return of the questionnaires, subjects who had failed to return such were contacted by telephone or were sent follow-up letters. Copies of the covering and follow-up letters are included in Appendix A.

Because of time and financial limitations, it was impossible to interview all the respondents who expressed willingness to be

interviewed. Hence, a random sample of 6 percent of each group (cooperating teachers and student teachers), and 10 percent of faculty consultants were selected for 20-minute, tape-recorded individual interviews.

TREATMENT OF THE DATA

Intra-Position Consensus

It is evident that if, for example, all cooperating teachers choose the same response category for an item, there is perfect consensus within the group. On the other hand, if the responses are distributed equally among the five response categories, or if the responses are equally distributed between two completely contradictory categories, there is a complete lack of consensus. According to Gross et al. (1958) a problem arises when there are two similar distributions such as those illustrated in Figure II. There are more respondents who agree on a single response to item (a) than on item (b), whereas the spread in the responses on item (a) is greater than on item (b). In view of this it was decided to use the variance of the distributions as the measure of intra-position consensus.

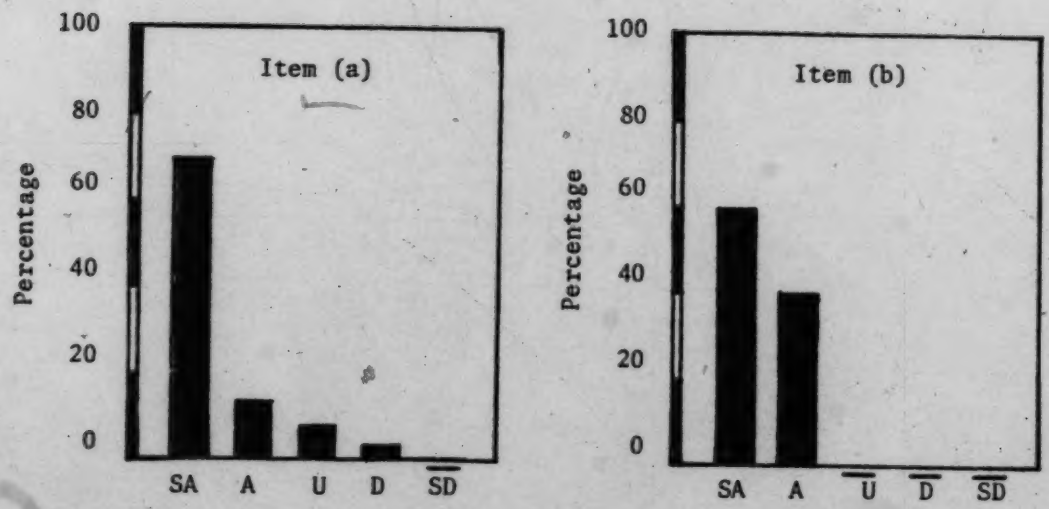
Gross et al. (1958:115) cite the following advantages in support for using variance as a measure of intra-position consensus.

1. The variance employs squared deviations, thereby magnifying extreme deviations.
2. The variance could be computed relatively easily.
3. The variance is a statistic which lends itself easily to a variety of statistical computations and manipulations.

It was assumed that equal intervals exist between the response categories on the continuum. For items 1 - 52 in Part B, each response

Figure II

HYPOTHETICAL EXAMPLES OF FREQUENCY DISTRIBUTIONS OF RESPONSES TO TWO EXPECTATION ITEMS



category was given a numerical weight, ranging from 5 for the "strongly agree" category to 1 for the "strongly disagree" category. A relatively low variance score indicates high consensus, while a relatively high variance score indicates low consensus. A variance score of zero indicates perfect consensus.

The hypotheses regarding intra-position consensus are as follows:

There would not be a different degree of consensus on the different expectation items among:

Hypothesis 1A: cooperating teachers.

1B: student teachers.

1C: faculty consultants.

The level of significance for rejecting the null hypotheses is 0.05.

Inter-Position Consensus

Hypothesis 2: There are no significant differences in the distributions of scaled responses among cooperating teachers, student teachers and faculty consultants to each item representing expectations for the role of the faculty consultant.

For null hypothesis II, analysis of variance was performed on each of the 52 items to find out whether there were significant differences in the responses among the three groups. The interpretation of agreement among the three groups was based upon items yielding non-significant F Probability scores and having relatively low variances. Regarding variances, each role definition item was classified according to the degree of consensus within each group. The cut-off variance above which and below which high and low variance scores were classified for each group, was the mean variance of all the item variance for each group.

Scheffe's multiple comparison of means test was used to determine the differences between any pair of means. The level of significance for the Scheffe's test was 0.10. The pair(s) of groups whose responses reflected differences according to Scheffe's test were further analyzed to determine whether the differences were differences in direction or intensity. The following hypotheses address the problem of direction and intensity:

There is no significant difference in the direction of responses between:

Hypothesis IIIA. cooperating teachers and student teachers to items representing the role of the faculty consultant.

Hypothesis IIIB. cooperating teachers and faculty consultants to items representing the role of the faculty consultant.

Hypothesis IIIC. student teachers and faculty consultants to items representing the role of the faculty consultant.

Before the t tests for hypotheses IIIA, IIIB, and IIIC were performed, the responses under the positive categories ("strongly agree" and "agree") were combined, the responses under the negative categories ("disagree" and "strongly disagree") were also combined, while the neutral category ("undecided") was left separate. Items with significant t values were interpreted to reflect differences in direction, while those items with nonsignificant t values were interpreted to reflect differences in intensity.

The purpose of individual interviews was to obtain information regarding perceived reasons for consensus and disagreement among the groups. Several of the responses of the interviewees to each of the 11 items were combined into broader statements, when it became evident that interrelated answers were given. The interview data were tabulated by counting the respondents in each group that gave a separate reason(s) to each question.

SUMMARY

In this chapter a description of the instrument used in the study was presented, and the three respondent groups were described. The methods employed in the collection of data for the researcher's study were also provided. Finally, the details of the techniques applied in the analysis of the data were discussed.

CHAPTER IV

INTRAPOSITION CONSENSUS

Introduction

Our purpose in this chapter is to present an analysis of the expectations of faculty consultants, student teachers, and cooperating teachers for the role of the faculty consultant. The findings regarding Hypotheses IA, IB, and IC are provided, followed by a discussion of the responses. The variance scores of each group, on each item in Part B of the questionnaire, are used to explore the extent of intragroup consensus. A relatively low variance score indicates a relatively high degree of consensus on an item, while a relatively high variance score indicates a relatively low degree of consensus.

The two items with the relatively highest degrees of consensus, and the two items with the relatively lowest degrees of consensus are discussed extensively. The response distributions on the expectation items are presented in Appendix D, while the variance scores, variance rank, the items numbers and the number of subjects who did not respond to an item are presented in tabulated form throughout the chapter. Data relevant to the findings are also presented in the form of histograms. For each group, two histograms are used to portray the items with the relatively highest degrees of consensus, and two are used to portray the items with the relatively lowest degrees of consensus.

Comments that were made at the end of the questionnaire were also analyzed and classified. Approximately 26 percent of the respon-

dents made at least one comment regarding their expectations for the role of the faculty consultant, or regarding the questionnaire itself.

CONSENSUS AMONG COOPERATING TEACHERS

Hypothesis IA

"There would not be different degrees of consensus among cooperating teachers on the expectation items for the role of the faculty consultant".

Table IV ranked the cooperating teachers' variance scores from most (0.250) to least (1.758) consensus. The range was 1.508. Cooperating teachers expressed the highest relative degree of consensus on item 4, "Act as a liaison between the university and the participating school". Approximately 56 percent of the group strongly agreed with the item, while the remaining 44 percent agreed. It was also apparent from Table IV that there was relatively high consensus, a variance of 0.251, on item 42, "Offer constructive criticism along with suggestions for improvements to the student teacher". Forty-five percent of the cooperating teachers strongly agreed while 55 percent agreed with the item.

Cooperating teachers expressed the relatively lowest degrees of consensus on items 14 and 17. These items had variance scores of 1.758 and 1.704 respectively. In the case of item 14, approximately 52 percent of the cooperating teachers agreed or strongly agreed that faculty consultants should "Inform the cooperating teacher of some of the coming visits for the purpose of observing the student teacher". Of the remaining 48 percent, 39 percent disagreed or strongly disagreed with the item. The responses to item 17, "Inform the student

Table IV

ITEM NUMBER, VARIANCE, AND VARIANCE RANK OF EXPECTATION RESPONSES OF 70 COOPERATING TEACHERS

Item No.	Variance	Variance Rank	No Answer
4	0.250	1	
42	0.251	2	1
27	0.252	3	
48	0.275	4	
32	0.277	5	
37	0.304	6	
47	0.314	7	2
43	0.335	8	
30	0.364	9	
38	0.392	10	1
9	0.422	11	
24	0.443	12	
28	0.445	13	
41	0.496	14	1
52	0.505	15	
10	0.511	16	
18	0.514	17	
6	0.527	18	
36	0.555	19	
15	0.567	20	
23	0.589	21	2
33	0.601	22	
46	0.603	23	1
5	0.663	24	
25	0.676	25	
49	0.681	26	
34	0.705	27	

Table IV (Continued)

Item No	Variance	Variance Rank	No Answer
45	0.740	28	1
51	0.762	29	
12	0.833	30	1
22	0.896	31	
29	0.924	32	1
40	0.937	33	2
44	0.958	34	1
1	0.990	35	
35	0.996	36	1
3	1.072	37	
50	1.073	38	
26	1.104	39	3
11	1.168	40	
8	1.171	41	
2	1.177	42	
20	1.197	43	
19	1.208	44	
31	1.247	45	1
7	1.265	46	
21	1.369	47	2
13	1.417	48	
39	1.580	49	2
16	1.693	50	
17	1.704	51	3
14	1.758	52	2

teacher of some of the coming visits for the purpose of observation", also ranged from stongly agree to strongly disagree. Nine percent of the respondents were undecided, 57 percent strongly agreed or agreed, and 34 percent disagreed or strongly disagreed with the item. Figure III illustrates the response variabilities for items 4, 42, 14, and 17.

On items 2, 7, 8, 13, 16, 17, 19, 20, 31, 39 and 50 there appears to be striking differences of opinion among the respondents. Table V contains the content of these items. These 11 items have relatively low degrees of consensus, and in addition, a sizable number of the respondents' answers reflect a positive, and a sizable number indicate a negative evaluation of the items. A closer look at one of the items helps to clarify the observation made. Item 39 ranks 49th on the consensus continuum, and approximately 39 percent of the responses reflected a positive evaluation of the item, while 40 percent reflected a negative evaluation, and 21 percent fell in the "undecided" category. The response distributions tend to indicate that there is disagreement among cooperating teachers on each of the 11 items in question.

Using ranked variance scores as a means of determining relative degrees of consensus among cooperating teachers it was concluded that Hypothesis 1A was not supported. There were different degrees of consensus among cooperating teachers on the expectation items. Perfect consensus was not found on any of the items. There was also no item that reflected a complete lack of consensus.

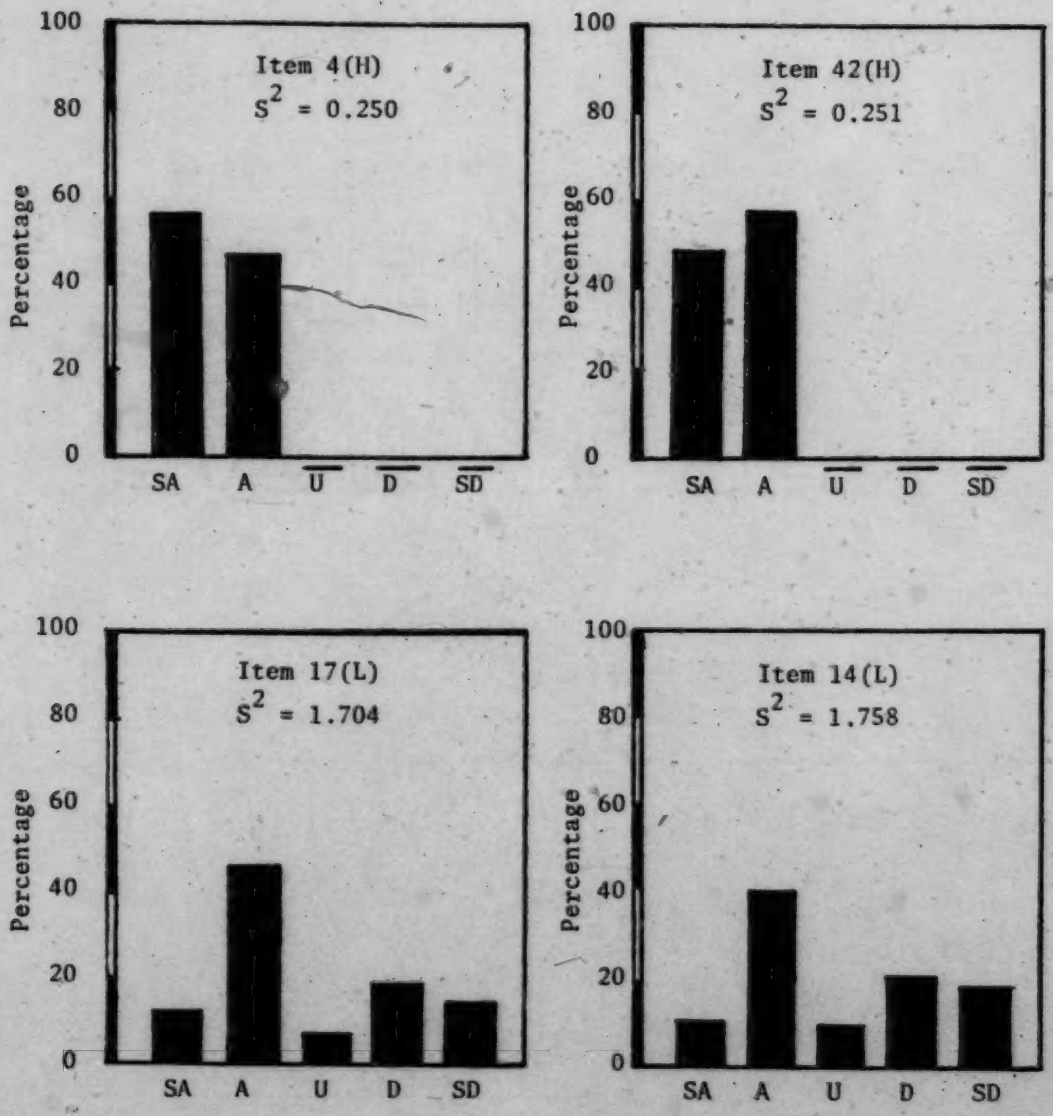


Figure III

PERCENTAGE FREQUENCY DISTRIBUTIONS OF COOPERATING TEACHERS' RESPONSES TO FOUR EXPECTATIONS ITEMS

H: High Consensus; L: Low Consensus

Table V

ITEMS ON WHICH THERE WERE STRIKING DIFFERENCES

OF OPINION AMONG COOPERATING TEACHERS

A faculty consultant SHOULD

2. Interpret the participating school's educational philosophy to the student teacher.

7. Assist the student teacher in developing lesson plans.

8. Assist the student teacher in planning a unit.

13. Inform the cooperating teacher of all of the coming visits for the purpose of observing the student teacher.

16. Inform the student teacher of all of the coming visits for the purpose of observation.

19. Always report to the principal's office first, when visiting the student teacher(s) in the participating school.

20. Observe the cooperating teacher's pupils prior to the beginning of the practicum exercise.

31. Observe the cooperating teacher teach a class during the practicum session.

39. Evaluate the cooperating teacher's ability to supervise the student teacher.

50. Serve as a resource person to the student teacher.

Analysis of Cooperating Teachers' Comments

Twenty percent or 14 cooperating teachers made comments at the end of the questionnaire. These comments were analyzed and then classified according to two topics -- Consultant and The Questionnaire -- that were found to be common among the comments.

Consultant. Two respondents indicated that the faculty consultant's role should more often be that of a consultant.

The Questionnaire. Three respondents were critical of the questionnaire. These respondents felt that some questions were vague and difficult to answer in the manner prescribed, because often there were extenuating circumstances. One cooperating teacher felt that such a questionnaire survey was long overdue.

Examples of comments made are as follows:

> I wish that more faculty consultants were more conscientious.
>
> Faculty consultants SHOULD have valid Alberta teaching certificates and SHOULD be not-too-long-away from the classroom. Most consultants have too far to travel and too many student teachers to do all the things they could/should.
>
> They should be knowledgeable about the whole program so they can answer questions the cooperating teacher or student teacher may have.

CONSENSUS AMONG STUDENT TEACHERS

Hypothesis 1B

"There would not be different degrees of consensus among student teachers on the expectation items for the role of the faculty consultant".

The variance scores of student teachers are presented in Table VI. The highest variance is 1.744 (low consensus) and the lowest is 0.222 (high consensus). The range of consensus scores is 1.522 for student teachers. Ranking first on the continuum of consensus was item 27, "Hold a post-observation conference with the student teacher". Item 42, "Offer constructive criticism along with suggestions for improvements to the student teacher", and item 43 "Praise the student teacher on successful activities" tied for second place with a variance score of 0.239. One hundred percent of the student teachers strongly agreed or agreed on each of the above three items.

In terms of ranked variance scores, student teachers expressed the relatively lowest degrees of consensus on item 14, "Inform the cooperating teacher of some of the coming visits for the purpose of observing the student teacher", and item 17, "Inform the student teacher of some of the coming visits for the purpose of observation". The variance scores for these items were 1.744 and 1.640 respectively. Responses to both items ranged from strongly agree to strongly disagree. Forty-four and 54 percent of the student teachers strongly agreed or agreed with items 14 and 17 respectively, 47 and 41 percent, respectively, disagreed or strongly disagreed, while 9 and 5 percent, respectively, were undecided. Figure IV illustrates the percentage frequency distributions of student teachers to items 27, 42, 17 and 14.

There appears to be striking differences of opinion among student teachers on items 2, 7, 8, 14, 17, 19, 20, 22 and 50. The content of these items is presented in Table VII. The response

Table VI

ITEM NUMBER, VARIANCE AND VARIANCE RANK OF EXPECTATION RESPONSES OF 56 STUDENT TEACHERS

Item No.	Variance	Variance Rank	No Answer
27	0.222	1	
42	0.239	2.5	
43	0.239	2.5	
15	0.322	4	
18	0.327	5	
24	0.399	6	
32	0.402	7	
9	0.452	8	
1	0.472	9	2
41	0.517	10	1
4	0.534	11	
30	0.556	12	
6	0.566	13	
37	0.577	14	
3	0.608	15	
5	0.609	16	1
40	0.698	17	1
44	0.737	18.5	
46	0.737	18.5	
51	0.745	20	
45	0.779	21.5	
47	0.779	21.5	
33	0.781	23.5	1
36	0.781	23.5	
10	0.790	25	
23	0.815	26	
28	0.868	27	

Table VI (Continued)

Item No.	Variance	Variance Rank	No Answer
13	0.883	28	
48	0.901	29	
25	0.904	30	
34	0.921	31	1
29	0.924	32	
22	0.940	33	
39	0.941	34	1
49	0.961	35	
12	0.962	36	2
8	0.984	37	
35	1.000	38	
2	1.015	39	1
52	1.022	40	
11	1.028	41	
19	1.036	42	1
21	1.070	43	
38	1.090	44	1
26	1.202	45	
20	1.228	46	
8	1.271	47	
50	1.297	48	
31	1.335	49	
16	1.413	50	
17	1.640	51	
14	1.744	52	

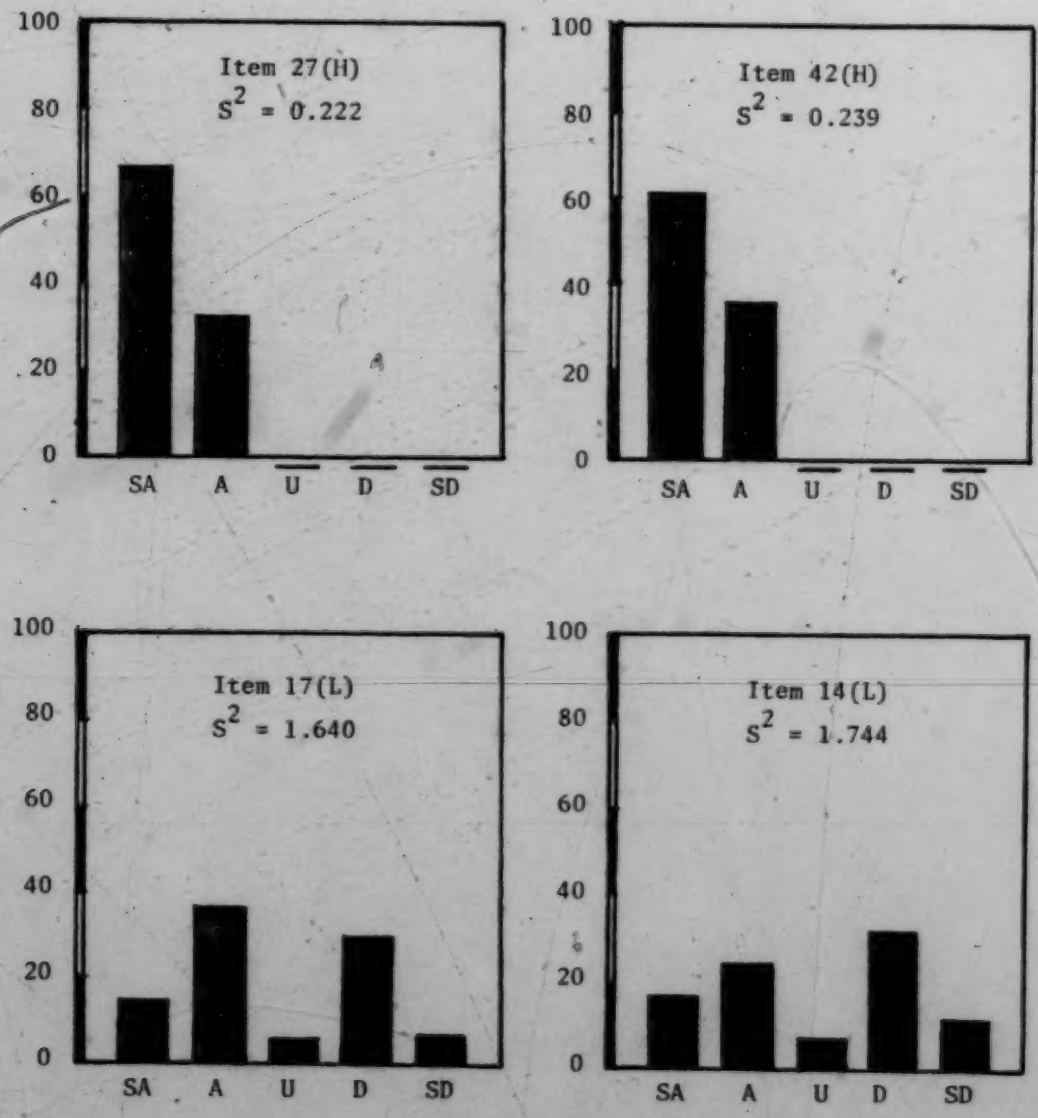


Figure IV

PERCENTAGE FREQUENCY DISTRIBUTION OF STUDENT TEACHERS' RESPONSES TO FOUR EXPECTATION ITEMS

H: High Concensus; L: Low Consensus

Table VII

ITEMS ON WHICH THERE WERE STRIKING DIFFERENCES

OF OPINION AMONG STUDENT TEACHERS

A faculty consultant SHOULD	
2.	Interpret the participating school's educational philosophy to the student teacher.
7.	Assist the student teacher in developing lesson plans.
3.	Assist the student teacher in planning a unit.
14.	Inform the cooperating teacher of some of the coming visits for the purpose of observing the student teacher.
17.	Inform the student teacher of some of the coming visits for the purpose of observation.
19.	Always report to the principal's office first, when visiting the student teacher(s) in the participating school.
20.	Observe the cooperating teacher's pupils prior to the beginning of the practicum exercise.
22	Observe the student teacher teach more than one complete lesson each week.
50.	Serve as a resource person to the cooperating teacher.

distributions tend to suggest that there is disagreement among student teachers regarding each of these items. A relatively high percentage of the responses reflect a positive evaluation, and a relatively high percentage of the responses also reflect a negative evaluation of the items. For example, item 7 ranks 47th on the consensus continuum and approximately 38 percent of the responses are positive, 44 percent are negative and 18 percent are neutral.

The findings did not support Hypothesis 1B. There were different degrees of consensus among student teachers on the expectation items. None of the items reflected perfect consensus nor complete lack of consensus among student teachers.

Analysis of Student Teacher's Comments

The comments made by 18 (32 percent) student teachers were classified under the headings Evaluation and The Questionnaire.

Evaluation. The comments of six respondents fell in this category. Respondents indicated that since faculty consultants spent little time observing student teachers, faculty consultants should consider the cooperating teachers' formative and summative evaluations of the student teacher when he/she (faculty consultant) attempts to complete the final evaluation forms at the end of the round.

The Questionnaire. Three respondents were thankful for the opportunity to express their concerns.

Examples of the range of comments made are as follows:

> Prior to each teaching round a meeting should be held with the student teacher, cooperating teacher and the faculty consultant to clarify expectations, grading and other areas of concern to those involved.

Faculty Consultants should ask the cooperating teacher what the general nature of the class is. For example, is the class known as a "tough" class; are the students "hyper"; are the students with learning and behavior problems mixed in with the regular class?

Seems like most of the emphasis is placed on the faculty consultants but unless they become more involved with the student and cooperating teacher -- evaluation after only a few 1/2 - 1 hour observations of these people becomes a farce. Your job future often depends wholly on this evaluation!

CONSENSUS AMONG FACULTY CONSULTANTS

Hypothesis 1C

"There would not be different degrees of consensus among faculty consultants on the expectation items for the role of the faculty consultant".

The variance scores of faculty consultants are presented in Table VIII. The scores range from 0.333 to 2.133. Faculty consultants expressed the realtively highest degree of consensus on items 37 and 4. The variance scores for these items were 0.333 and 0.383 respectively. None of the faculty consultants strongly agreed or agreed with item 37, "Assume total responsibility for evaluating the student teacher". Eighty-one percent of the respondents strongly disagreed with the item, 13 percent disagreed while 6 percent were undecided. Responses to item 4, "Act as a liaison between the university and the participating school" ranged from strongly agree to undecided. Ninety-four percent of the respondents strongly agreed or agreed with the item while 6 percent were undecided.

Item 21, "Observe the student teacher teach one complete

Table VIII

ITEM NUMBER , VARIANCE AND VARIANCE RANK OF

EXPECTATION RESPONSES OF 16 FACULTY CONSULTANTS

Item No.	Variance	Variance Rank	No Answer
37	0.333	1	
4	0.383	2	
15	0.410	3.5	1
18	0.410	3.5	1
7	0.829	5	
29	0.929	6	
38	0.981	7	1
42	1.000	8	
1	1.029	9.5	
2	1.029	9.5	
27	1.050	11.5	
30	1.050	11.5	
43	1.063	13	
41	1.067	14	
47	1.124	15	1
45	1.162	16	
20	1.183	17	
3	1.196	18.5	
5	1.196	18.5	
6	1.200	20	
9	1.262	21	
12	1.292	22	
24	1.317	23.5	
31	1.317	23.5	
22	1.333	25.5	
33	1.333	25.5	
23	1.362	27.5	

TABLE VIII (Continued)

Item No.	Variance	Variance Rank	No Answer
28	1.362	27.5	
11	1.396	29	
48	1.400	30	
14	1.429	31	
25	1.450	32.5	
26	1.450	32.5	
46	1.450	32.5	
8	1.462	35	
35	1.533	36.5	
51	1.533	36.5	
32	1.583	38.5	
34	1.583	38.5	
39	1.583	38.5	
16	1.622	41	
17	1.796	42.5	
40	1.796	42.5	
10	1.800	44	
19	1.802	45	2
44	1.829	46	
13	1.962	47.5	
36	1.962	47.5	
52	1.981	49	1
49	1.983	50	
50	2.063	51	
21	2.133	52	

lesson each week", and item 50, "Serve as a resource person to the cooperating teacher", were among the items which had the relatively greatest response variability. The variance scores for these items were 2.133 and 2.063 respectively. Sixty-nine percent of the faculty consultants strongly agreed or agreed with item 21, 6 percent were undecided while 25 percent disagreed or strongly disagreed. On item 50, 43 percent strongly agreed or agreed, 38 percent disagreed or strongly disagreed while 19 percent were undecided. The percentage distributions for items 37, 4, 21 and 50 are illustrated in Figure V.

There appears to be striking differences of opinion on items 10, 11, 14, 17, 19, 22, 34, 35, 39, 40, 44 and 50. Table IX contains the content of these items. The response distributions for these items seem to indicate that there is disagreement among faculty consultants on each of these items. On item 11, for example, approximately 37 percent of the responses reflected a positive evaluation, while 39 percent reflected a negative evaluation, and 25 percent fell in the neutral category.

The numerically different variance scores led the researcher to conclude that there were different degrees of consensus among faculty consultants on the expectation items for the role of the faculty consultant. Hypothesis 3C was rejected. The findings did not indicate that there was perfect consensus or complete lack of consensus among faculty consultants on any of the expectation items.

Analysis of Faculty Consultants' Comments

Two of the five respondents who made comments were critical of the questionnaire. They state that it was difficult to respond to many of the questions.

One example of the comments made is as follows:

> I feel very strongly that the role of the faculty consultant should be limited strictly to selection of cooperating teachers. Once competent cooperating teachers are selected our role should be limited to working with them to define and enhance their skills in the supervision process, but we would not need to spend our time uselessly in visiting. We cannot be effective under the present system given the number of schools and students assigned to us in addition to our other responsibilities.

SUMMARY

The findings did not support Hypothesis 1A, 1B and 1C. There were different degrees of consensus on the expectation items within each of the three groups. Neither perfect consensus nor complete lack of consensus was found on any of the items. The range of variance scores for cooperating teachers, student teachers, and faculty consultants was, respectively, from highs of 1.758, 1.744 and 2.133 to lows of 0.250, 0.222 and 0.333.

There were striking difference of opinion, as indicated by the response distribution, on some of the items.

Comments made at the end of the questionnaire were classified according to the theme that was found to be common among members of each group. Two faculty consultants and 3 cooperating teachers were critical of the questionnaire, while 3 student teachers and one cooperating teachers were thankful for the opportunity to express their concerns. Included in the remaining comments was the suggestion that the faculty consultant's role should be mainly that of a selector of competent cooperating teachers.

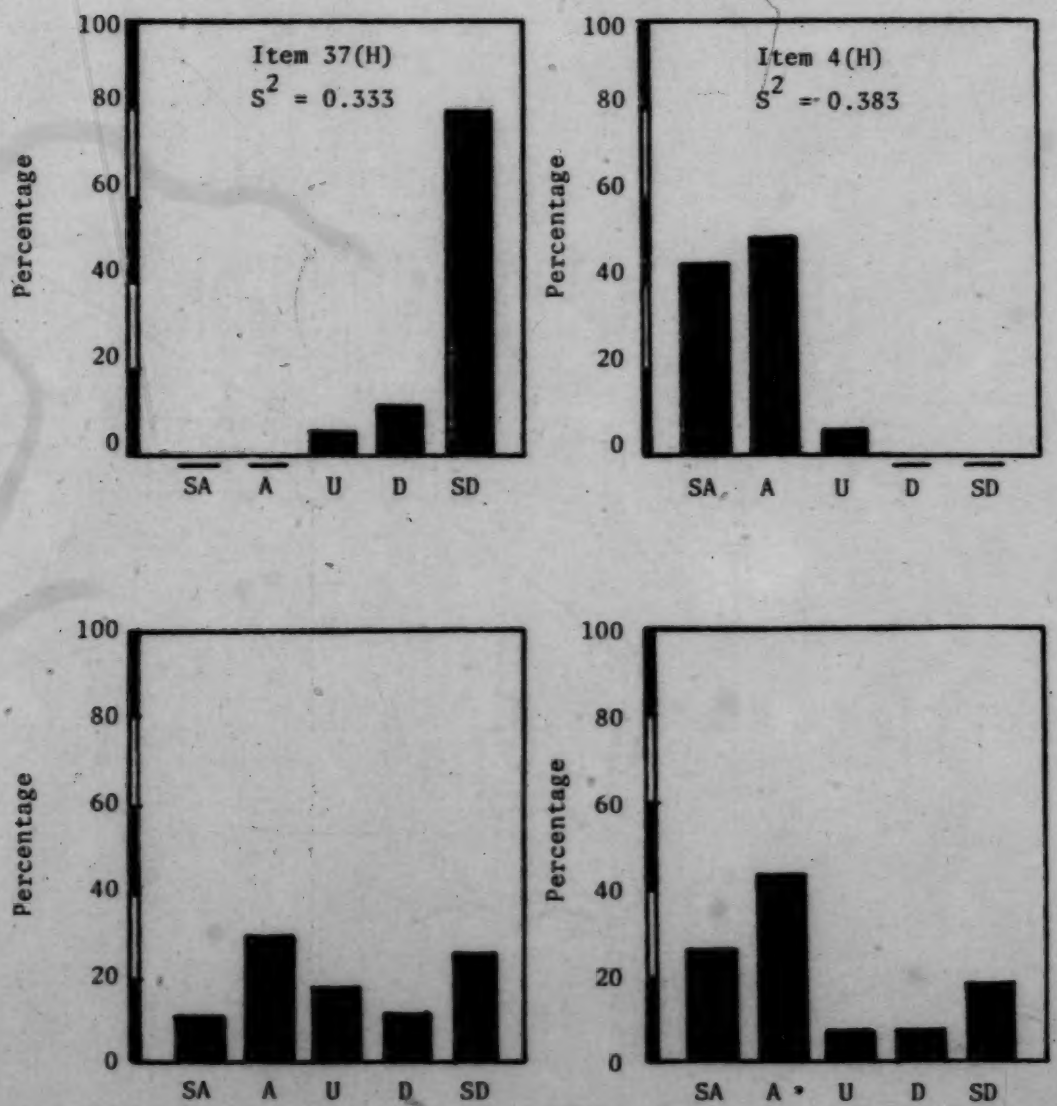


Figure V

PERCENTAGE FREQUENCY DISTRIBUTIONS OF FACULTY CONSULTANTS' RESPONSES TO FOUR EXPECTATION ITEMS

H: High Consensus; L: Low Consensus

Table IX

ITEMS ON WHICH THERE WERE STRIKING DIFFERENCES

OF OPINION AMONG FACULTY CONSULTANTS

A faculty consultant SHOULD

10. Work with the Faculty of Education and school personnel in planning the practicum experience for the student teacher.

11. Hold planning sessions with the cooperating teacher and student teacher.

14. Inform the cooperating teacher of some of the coming visits for the purpose of observing the student teacher.

17. Inform the student teacher of some of the coming visits for the purpose of observation.

19. Always report to the principal's office first, when visiting the student teacher(s) in the participating school.

22. Observe the student teacher teach more than one complete lesson each week.

34. Share the responsibility for evaluating the student teacher with the student teacher.

35. Share the responsibility for evaluating the student teacher with the cooperating teacher and student teacher.

39. Evaluate the cooperating teacher's ability to supervise the student teacher.

40. Submit an evaluation report on the entire practicum session to Field Services, Faculty of Education.

44. Familiarize himself/herself, prior to the beginning of the practicum exercise, with the subjects which the cooperating teacher teaches.

50. Serve as a resource person to the cooperating teacher.

CHAPTER V

INTERPOSITION CONSENSUS

Introduction

Our purpose in this chapter is to discuss the findings related to agreement and disagreement among the three groups of role definers. One way analysis of variance was used to determine mean differences among the groups. The probability level for rejecting null hypotheses II, IIIA, IIIB and IIIC was 0.05. Scheffe's multiple comparison of means test was used to determine response differences, on an item, between any two groups. The level of significance for this test was 0.10.

The interpretation of agreement among the three groups of role definers was based on items having non-significant F Probability scores and relatively low variances. The mean variance for student teachers, cooperating teachers and faculty consultants was 0.832, 0.803 and 1.343 respectively. Items with variances above the mean of the respondent group under consideration were classified as showing low consensus, while items with variances below the mean were classified as showing high consensus.

Items reflecting disagreement between groups were analyzed in order to determine whether such differences were differences in direction or intensity. Items yielding significant t scores were said to reflect differences in direction, while items with non-significant t values were interpreted as reflecting differences in intensity.

ITEM ANALYSIS

Hypothesis II

> There are no significant differences in the distributions of scaled responses among cooperating teachers, student teachers and faculty consultants to each item representing expectations for the role of the faculty consultant.

Analysis of variance was performed to determine the differences in means among the groups. An inspection of Table X reveals that 29 items yielded non-significant F Probability values. The findings regarding these 29 items support Null Hypothesis II. The category "visitation" has the highest percentage (86 percent) of items with non-significant F Probability scores.

Table XI contains the classification of response distributions according to whether there is high or low consensus within each of the three groups, and the classification of responses according to whether or not there is no significant difference in the response distributions among the groups. Table XI indicates that there is low consensus on 7 items on which the F Probability values of the three groups are not significant. Specifically, there is low concensus within each of the groups, and no significant difference in the response distributions among the groups on item 13, "Inform the cooperating teacher of all of the coming visits for the purpose of observing the student teacher"; item 14, "Inform the cooperating teacher of some of the coming visits for the purpose of observing the student teacher"; item 17, "Inform the student teacher of some of the coming visits for the purpose of observation"; item 19, "Always report to the principal's office first, when visiting the student teacher(s) in the participating school"; item 21, "Observe the student teacher teach one complete lesson each week";

Table X

RESULTS OF THE ANALYSIS OF VARIANCE TEST ON THE SCALED RESPONSES OF COOPERATING TEACHERS, STUDENT TEACHERS AND FACULTY CONSULTANTS TO THE EXPECTATION ITEMS

Items	F Probability Scores
BRIDGING	
1	0.1582
2	0.0074*
3	0.0472*
4	0.2656
5	0.0123*
6	0.2184
PLANNING	
7	0.0079*
8	0.0051*
9	0.2787
10	0.0004*
11	0.0061*
VISITATION	
12	0.4846
13	0.0905
14	0.5825
15	0.8505
16	0.0453*
17	0.7690
18	0.9666
19	0.1212

*Significant at or beyond .05

Table X (Continued)

Items	F Probability Scores
OBSERVATION	
20	0.0000*
21	0.6491
22	0.0297*
23	0.5230
24	0.1219
25	0.7250
26	0.2679
27	0.1377
28	0.0757
29	0.0060*
30	0.4796
31	0.0000*
EVALUATION	
32	0.0478*
33	0.7096
34	0.0068*
35	0.0446*
36	0.2521
37	0.1591
38	0.2974
39	0.0000*
40	0.0084*
GENERAL CATEGORY	
41	0.5252
42	0.0468*
43	0.5598
44	0.0001*

*Significant at or beyond .05

Table X (Continued)

Items	F Probability Scores
45	0.1837
46	0.6717
47	0.0078*
48	0.0087*
49	0.0394*
50	0.3435
51	0.5052
52	0.0384*

*Significant at or beyond .05

Table XI

CLASSIFICATION OF THE 52 EXPECTATION ITEMS ACCORDING TO THE DEGREE OF CONSENSUS WITHIN THE GROUPS OF STUDENT TEACHERS, COOPERATING TEACHERS AND FACULTY CONSULTANTS, AND ACCORDING TO WHETHER OR NOT THERE ARE SIGNIFICANT DIFFERENCES IN RESPONSE DISTRIBUTIONS AMONG THE GROUPS

F Probability	H H H	H H L	H L H	L H H	L H L	L L H	H L L	L L L	Total
	C S F	C S F	C S F	C S F	C S F	C S F	C S F	C S F	
Non-significant	13	4	1	1		1	2	7	29
Significant	3	2		1	2	6	4	5	23
Total	16	6	1	2	2	7	6	12	52

LEGEND: H: High Consensus; L: Low Consensus; C: Cooperating Teacher; S: Student Teacher; F: Faculty Consultant;

item 26, "Remain an unobtrusive observer while the student teacher is teaching the class"; and item 50, "Serve as a resource person to the cooperating teacher". The findings regarding these items were not interpreted as indicating agreement among the three groups. To conclude that the non-significant F Probability scores on these items indicate that there is agreement among the groups regrading these items would neglect the relatively low consensus within the groups. Consequently the findings on the 7 items were interpreted as indicating "lack of disagreement" rather than agreement among the groups.

On another 13 items, Table XI, on which the F Probability values of the responses of the three groups are not significant, there is high consensus within each of the groups. With respect to these 13 items, comprising only 25 percent of the expectation items, it was concluded that there is agreement among the groups. The content of these 13 items are presented in Table XII.

On 9 of the 13 items on which there is agreement among the three groups, the majority of the responses fell on the positive side of the response scale. At least 75 percent of the responses of any one group, to these 9 items (items 4, 6, 9, 24, 27, 30, 33, 41 and 43) fell in the categories "strongly agree" and "agree". The majority of the responses to 3 (items 15, 18 and 37) of the remaining 4 items fell on the negative side of the response scale. A minimum of 90 percent of the responses of any one group, to these 3 items, fell in the response categories, "disagree" and "strongly disagree". Finally, on item 45, at least 69 percent of the responses of any one group fell in the "agree" and "undecided" categories of the response scale. Figure VI

Table XII

THE 13 ITEMS ON WHICH THERE WAS AGREEMENT

AMONG THE THREE GROUPS

	A faculty consultant SHOULD
4.	Act as a liaison between the university and the participating school.
6.	Clarify the responsibilities of the student teacher to the cooperating teacher.
9.	Review some of the student teacher's lesson plans.
15.*	Inform the cooperating teacher of none of the coming visits for the purpose of observing the student teacher.
18.*	Inform the student teacher of none of the coming visits for the purpose of observation.
24.	Make any written comments on the observed lesson available to the student teacher.
27.	Hold a post-observation conference with the student teacher.
30.	Keep a written record of each lesson observed and each conference held.
33.	Share the responsibility for evaluating the student teacher with the cooperating teacher.
37.*	Assume total responsibility for evaluating the student teacher.
41.	Attend the Faculty of Eduation seminar(s) which is/are offered on the practicum programs.
43.	Praise the student teacher on successful activities.
45.	Hold conferences with other faculty consultants associated with elementary education.

*Agreement on the negative side of the response scale.

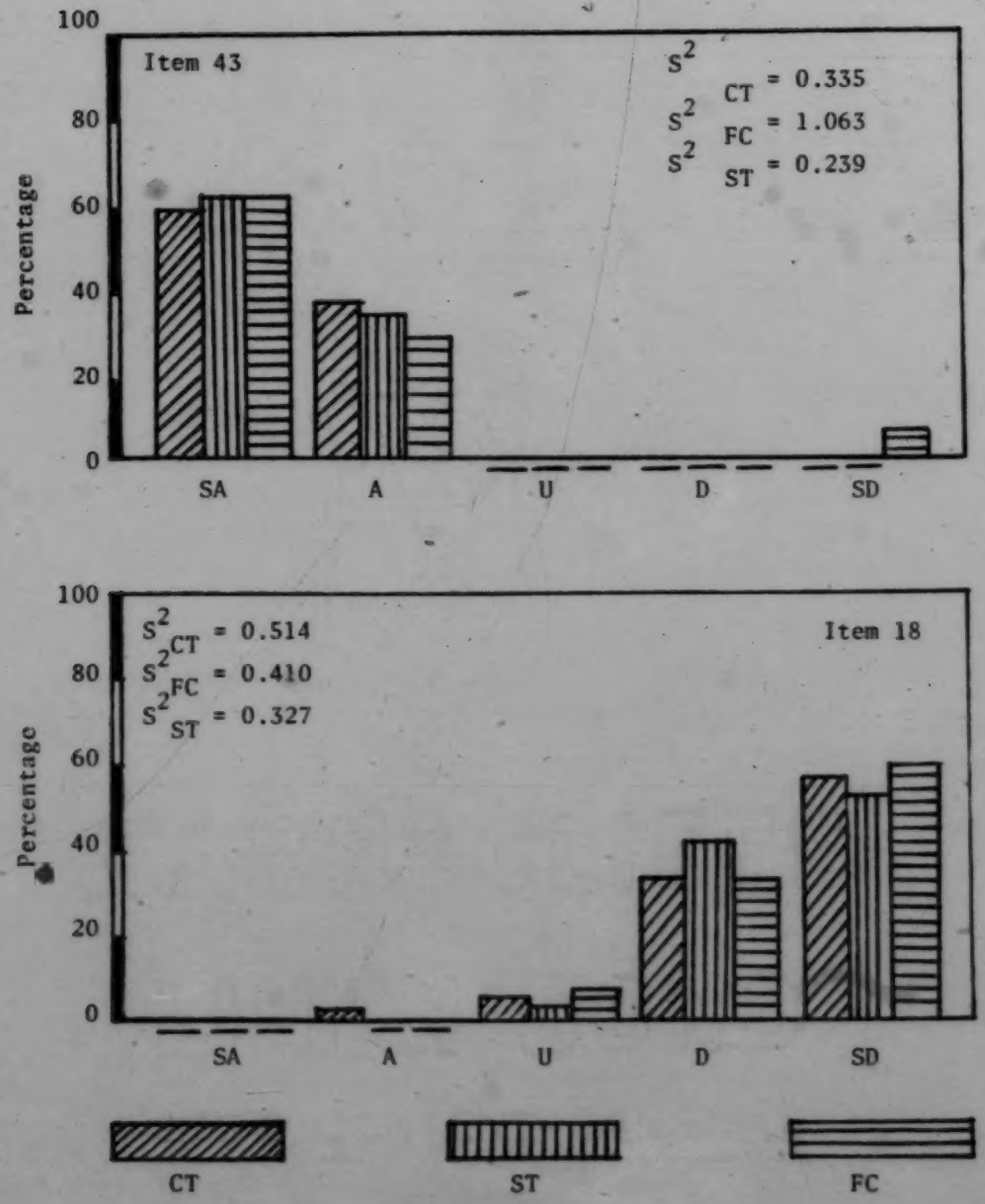


Figure VI

PERCENTAGE FREQUENCY DISTRIBUTION OF COOPERATING TEACHERS (CT), STUDENT TEACHERS (ST) AND FACULTY CONSULTANTS (FC) TO TWO EXPECTATION ITEMS ON WHICH THERE IS AGREEMENT AMONG THE GROUPS

graphically illustrates two of the 13 items on which there is agreement among the three groups.

Of the 13 items reflecting agreement among the groups, 2 items fell in the category bridging; one item was in planning; 2 items were in visitation; 2 items were in evaluation; observation and the general category, each received 3 items.

Tabel XI, columns 2, 3, 4, 5, 6 and 7, indicated that there was high and low consensus within one or two of the groups on 9 of the items -- item 1, "Help the cooperating teacher and student teacher resolve interpersonal disagreements which arise during the practicum experience"; item 12, "Visit the participating schools prior to the beginning of the practicum exercise"; item 23, "Take notes while observing the student teacher teach the class"; item 25, "Make any written comments on the observed lesson available to the cooperating teacher"; item 28, "Hold a post-observation conference with the cooperating teacher"; item 36, "Designate total responsibility for evaluating the student teacher to the cooperating teacher"; item 38, "Make his/her evaluation of the student teacher available to the cooperating teacher"; item 46, "Encourage the student teacher to test new teaching ideas in the classroom"; and item 51, "Assist the cooperating teacher in fulfilling his/her role" -- on which the F Probability scores for the three groups were not significant. The findings on these items were not interpreted as indicating agreement among the three groups because of the relatively low consensus which was found within one or two of the groups.

Table XI, columns 1, 2, 3 and 7, also indicated that there were 29 items on which there was relatively high consensus among

cooperating teachers, but on 9 of these 29 items cooperating teachers differed significantly from any one of the other two groups. Similarly, there were 26 items (columns, 1, 2, 3 and 7) on which there was relatively high consensus among student teachers but on 8 of these items the student teachers differed significantly from cooperating teachers and faculty consultants. Finally, there was high consensus among faculty consultants on 26 items (columns 1, 3, 4 and 6), but on 10 of these items faculty consultants differed significantly from cooperating teachers and student teachers. The distribution of the items in Table XI suggests that there are differneces in the way the three groups define the role of the faculty consultant. Information regarding whether differences between groups represent differences in direction or intensity was sought under hypotheses IIIA, IIIB and IIIC.

Hypotheses IIIA, IIIB and IIIC

There is no difference in the direction of responses between:

Hypothesis IIIA. cooperating teachers and student teachers to items representing the role of the faculty consultant.

IIIB. cooperating teachers and faculty consultants to items representing the role of the faculty consultant.

IIIC. student teachers and faculty consultants to items representing the role of the faculty consultant.

Twenty-three items in Table X yielded significant F Probability scores. Null hypothesis II was rejected for these items. For these items, Scheffe's test was used to determine pairs of groups

that differed significantly. The pairs of groups whose responses differed significatnly at 0.10 level of significance are presented in Table XIII.

The response frequencies for each of the 23 items that yielded significant F Probability values were combined. Specifically, the responses under the positive categories ("strongly agree" and "agree") were combined, the responses under the negative categories ("disagree" and "strongly disagree") were also combined, while the neutral category ("undecided") was left separate. The t test was then applied to these items. Table XIII also presents the t values that resulted when null hypotheses IIIA, IIIB and IIIC were tested on items 2, 3, 5, 7, 8, 10, 11, 16, 20, 22, 29, 31, 32, 34, 35, 39, 40, 42, 44, 47, 48, 49 and 52. The content of these items are presented in Table XIV. Items with significant t values were interpreted to reflect differences in direction, while those with non-significant t values were interpreted to reflect differences in intensity.

Table XIII indicated that there were 37 instances when pairs of groups' responses differed significantly on the 23 items. On 25 occasions the differences between pairs of groups on 16 of the items were differences in direction. More specifically, the viewpoints of student teachers differed from faculty consultants in direction regarding certain roles for faculty consultants represented by items 2, 7, 8, 10, 11, 20, 29, 31, 34, 35, 39 and 44. Null hypothesis IIIC was rejected for these items. Similar types of differences also existed between student teachers and cooperating teachers on items 20, 31, 39 and 52; and between cooperating teachers and faculty consultants on items 7, 8, 10, 11, 22, 34, 44, 47 and 48. Hypotheses IIIA and IIIB

Table XIII

GROUPS THAT DIFFERED SIGNIFICANTLY ACCORDING TO SCHEFFE'S TEST (P = 0.10), AND THE RESULTS OF THE t TEST TO DETERMINE WHETHER DIFFERENCES BETWEEN ANY TWO GROUPS REFLECTED DIFFERENCES IN DIRECTION OR INTENSITY

Item Number	Groups*	t values	Significance of t $p \leq .05$ level	Type of Differences
2	ST--FC	0.010	significant	direction
3	ST--FC	0.131	not significant	intensity
5	ST--FC	0.116	not significant	intensity
7	CT--FC	0.004	significant	direction
	ST--FC	0.029	significant	direction
8	CT--FC	0.003	significant	direction
	ST--FC	0.028	significant	direction
10	ST--FC	0.026	significant	direction
	CT--FC	0.012	significant	direction
11	ST--CF	0.008	significant	direction
	CT--FC	0.039	significant	direction
16	ST--CT	0.056	not significant	intensity
20	ST--FC	0.000	significant	direction
	ST--FC	0.101	not significant	intensity
	ST--CT	0.002	significant	direction
22	CT--FC	0.031	significant	direction
29	ST--FC	0.028	significant	direction

CT: cooperating teacher; ST: student teacher; FC: faculty consultant

Table XIII (Continued)

Item Number	Groups*	t Value	Significance of t $p \leq .0r$ level	Type of Differences
	ST--CT	0.122	not significant	intensity
31	ST--FC	0.000	significant	direction
	ST--CT	0.000	significant	direction
32	CT--FC	0.064	not significant	intensity
34	CT--FC	0.020	significant	direction
	ST--FC	0.050	significant	direction
35	ST--FC	0.049	significant	direction
39	ST--FC	0.000	significant	direction
	ST--CT	0.000	significant	direction
40	ST--FC	0.079	not significant	intensity
	CT--FC	0.114	not significant	intensity
42	ST--FC	0.061	not significant	intensity
44	ST--FC	0.002	significant	direction
	CT--FC	0.000	significant	direction
47	ST--FC	0.120	not significant	intensity
	CT--FC	0.030	significant	direction
48	CT--FC	0.018	significant	direction
49	ST--FC	0.150	not significant	intensity
	CT--FC	0.118	not significant	intensity
52	CT--ST	0.003	significant	direction

CT: cooperating teacher; ST: student teacher; FC: faculty consultant

*Groups that differed significantly according to Scheffe's Test (P = 0.10).

Table XIV

THE 23 ITEMS ON WHICH THERE WAS DISAGREEMENT

BETWEEN GROUPS

A faculty consultant SHOULD	
2.	Interpret the participating school's educational philosophy to the student teacher.
3.	Interpret the university's elementary education program to the cooperating teacher.
5.	Clarify the responsibilities of the cooperating teacher to the student teacher.
7.	Assist the student teacher in developing lesson plans.
8.	Assist the student teacher in planning a unit.
10.	Work with the Faculty of Education and school personnel in planning the practicum experience for the student teacher.
11.	Hold planning sessions with the cooperating teacher and student teacher.
16.	Inform the student teacher of all of the coming visits for the purpose of observation.
20.	Observe the cooperating teacher's pupils prior to the beginning of the practium exercise.
22.	Observe the student teacher teach more than one complete lesson each week.
29.	Hold a post-observation conference with both student teacher and cooperating teacher in attendance.
31.	Observe the cooperating teacher teach the class during the practicum session.
32.	Assist the student teacher in developing the habit of systematic self-evaluation.
34.	Share the responsibility for evaluating the student teacher with the student teacher.

Table XIV (Continued)

35.	Share the responsibility for evaluating the student teacher with the cooperating teacher and the student teacher.
39.	Evaluate the cooperating teacher's ability to supervise the student teacher.
40.	Submit an evaluation report on the entire practicum session to Field Services, Faculty of Education.
42.	Offer constructive criticism along with suggestions for improvement to the student teacher.
44.	Familiarize himself/herself, prior to the beginning of the practicum exercise, with the subjects which the cooperating teacher teaches.
47.	Be knowledgeable about subject matter in several areas.
48.	Hold a conference with his/her group of student teachers prior to the beginning of each round.
49.	Serve as a resource person to the student teacher.
52.	Counsel the student teacher in decisions regarding his/her career goals.

were rejected for these items. Regarding differences in direction, in the case of item 8, for example, a larger proportion of faculty consultants than student teachers disagreed with the statement that faculty consultants should assist the student teacher in planning a unit, while a larger proportion of student teachers than faculty consultants was undecided or agreed with the statement. Item 8 is illustrated in Figure VII.

A comparison of the number of disagreements between groups in terms of direction indicated that the greatest number of disagreements occurred between student teachers and faculty consultants, followed by differences between cooperating teachers and faculty consultants. The least number of disagreements in terms of direction occurred between student teachers and cooperating teachers.

Table XIII also indicated that the differences which occurred between pairs of groups on 10 items were differences in intensity. Specifically, the views of student teachers differed from faculty consultants in intensity regarding certain roles for the faculty consultant represented by items 3, 5, 40, 42, 47, and 49. Null hypothesis IIIC was not rejected for these items. Similar types of differences existed between student teachers and cooperating teachers on items 16 and 29; and between cooperating teachers and faculty consultants on items 20, 32, 40 and 49. Hypotheses IIIA and IIIB were not rejected for these items. With reference to differences in intensity, in the case of item 32, for example, a larger proportion of faculty consultants than cooperating teachers strongly agreed with the statement that faculty consultants should assist the student teacher in developing the habit of systematic self-evaluation, while a larger proportion of cooperating

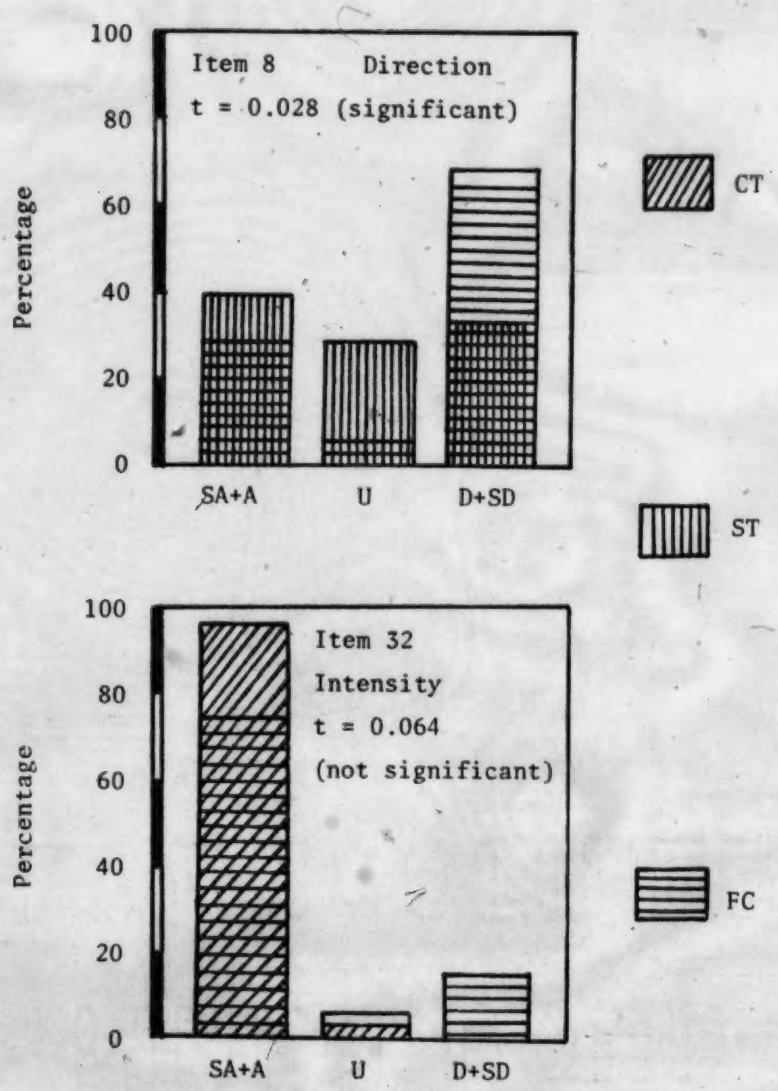


Figure VII

PERCENTAGE FREQUENCY DISTRIBUTION OF COOPERATING TEACHERS (CT), STUDENT TEACHERS (ST) AND FACULTY CONSULTANTS (FC) TO TWO EXPECTATION ITEMS ON WHICH THERE IS DISAGREEMENT

teachers than faculty consultants agreed with the statement. The histogram of item 32 is depicted in Figure VII.

The greatest number of disagreements in terms of intensity occurred between student teachers and faculty consultants, followed by similar differences between cooperating teachers and faculty consultants. The least number of disagreements in terms of intensity occurred between student teachers and cooperating teachers.

SUMMARY

In this chapter on interposition consensus an attempt was made to determine areas of agreement and disagreement among the three groups.

The findings in the study supported Hypothesis II as it related to 29 items. The category "visitation" had the highest percentage (86 percent) of items that were non-significant. Low consensus was found to exist within each group on 7 of the items on which there was no significant difference among the groups. The findings on these 7 items were interpreted as indicating a "lack of disagreement" among the groups. There was agreement among the three groups on 13 items. Relatively high consensus and non-significant F Probability scores on these 13 items led the researcher to conclude such.

Hypotheses IIIA, IIIB and IIIC were rejected for items 2, 7, 8, 10, 11, 20, 22, 29, 31, 34, 35, 39, 44, 47, 48 and 52. Differences in direction between pairs of groups were found on these items. The greatest number of disagreement in terms of direction occurred between student teachers and cooperating teachers. These

same three hypotheses were not rejected for items 3, 5, 16, 20, 29, 32, 40, 42, 47 and 49. Differences in intensity were found to exist between pairs of groups on these items. The greatest number of disagreement in terms of intensity occurred between student teachers and faculty consultants, while the least occurred between student teachers and cooperating teachers.

CHAPTER VI

PERCEIVED REASONS FOR AGREEMENT AND DISAGREEMENT

The data obtained in individual interviews with 12 randomly selected subjects, from the group of subjects who indicated their willingness to participate in follow-up interviews, are presented in this chapter.

Twenty-minute individual interviews were conducted to obtain perceived reasons for agreement and disagreement among and within the three groups of role definers on specific items on the role expectation instrument. A number of specific and general reasons for agreement and disagreement among and within the groups on the items were suggested. The responses of the interviewees were tabulated by counting the respondents in each group who gave a separate reason to each item. These responses are presented in Tables XV through XIX.

The number of reasons suggested by the interviewees for agreement and disagreement among and within the groups on each of the 11 items on the interivew schedule ranged from one to nine. For each item, some of the reasons suggested by members of one group coincided with those given by members of at least one of the other two groups. On item A, Table XV, for example, a total of five reasons were suggested by the three groups, out of this number two were commonly given by the the three groups, two were given by faculty consultants only, and one was given by student teachers only.

Table XV

REASONS FOR AGREEMENT AMONG THE THREE GROUPS ON FOUR EXPECTATION ITEMS

Items	Responses	Frequency of Mention CT	ST	FC
A. Cooperating teachers, student teacher, and faculty consultants agree that faculty consultants should review some of the student teachers' lesson plans (item 9).	It is one of the explicitly stipulated functions of the faculty consultant.	2	2	1
	Reviewing some of the student teachers' lesson plans is part of the task of evaluation.		2	
	By reviewing some of the student teachers' lesson plans faculty consultants can help the student teacher correct errors in the lesson plan.	3	2	1
	Since the faculty consultant sees so little of the student teacher, lesson plans serve as an indicator of what is being done.			2
	Lesson plans serve as an indicator of student teachers' ability to organize lessons.			2

Table XV (Continued)

Items	Responses	Frequency of Mention CT	ST	FC
B. Cooperating teachers, student teachers, and faculty consultants agree that faculty consultants should hold a post-observation conference with the student teacher (item 28).	There is no point in observing the student teacher unless a post-observation conference is held with the student teacher.		1	1
	The holding of a post-observation conference is stated explicitly in the practicum handbook.	3		
	Student teachers learn a great deal from post-observation conferences.	1	2	
	The post-observation conference is part of the formative evaluation process.	1	3	
	The post-observation conference which is held immediately after the lesson ends provides the student teacher with immediate feedback on the lesson. When the conference is delayed its effect is reduced.	1		
	The post-observation conference provides an opportunity to disucss the observed lesson while the lesson is still fresh in the minds of the people.	1		1

Table XV (Continued)

Items	Responses	Frequency of Mention CT	ST	FC
C. Cooperating teachers, student teachers, and faculty consultants agree that faculty consultants should share the responsibility for evaluating the student teacher with the cooperating teacher (item 33).	Neither the faculty consultant nor the cooperating teachers wants to be the sole judge of the student teacher's performance in the classroom.		1	1
	Having two evaluators is better than having one.	5	4	2
	Maybe faculty consultants do not want to evaluate the student teachers.			1
	There is a need for two different viewpoints since faculty consultants do not visit the student teacher that much.	1		
	It provides for better communication when more than one person is involved in evaluation.			1
	Having the faculty consultant and the cooperating teacher evaluate the student teacher provides for a fair evaluation in case there is a personality conflict between any two members of the student teaching triad.		1	
	Cooperating teachers spend more time working with the student teacher.	1		1

Table XV (Continued)

Items	Responses	Frequency of Mention CT	ST	FC
D. Cooperating teachers, student teachers, and faculty consultant agree that faculty consultants should clarify the responsibilities of the student teacher to the cooperating teacher (item 6).	Clarification of the responsibilities of the student teacher to the cooperating teacher is required by the university	2		1
	Cooperating teachers as well as student teachers need to know exactly what is expected of the student teacher.	3	5	2

Table XVI

REASONS FOR DISAGREEMENT BETWEEN STUDENT TEACHERS AND FACULTY CONSULTANTS ON ONE EXPECTATION ITEM

Items	Responses	Frequency of Mention CT	ST	FC
E. Student teachers and cooperating teachers tend to feel that the faculty consultants should familiarize themselves, prior to the beginning of the practicum exercise, with the subject which the cooperating teacher teaches, while faculty consultants tend to feel this should not be expected of them.	Faculty consultants feel that they do not have the time to become familiar with all the subjects which the cooperating teacher teaches	3	4	2
	Student teachers feel that it would be beneficial to all concerned if the faculty consultant becomes familiar with all the subjects which the cooperating teacher teaches.	4	2	
	It is not necessary for faculty consultants to become familiar with the subjects which the cooperating teacher teaches. There are certain teaching skills that one has to look for in the student teacher regardless of the subjects which the student teacher teaches.	2	3	1
	Faculty consultants feel that having exact knowledge of the subjects which the cooperating teacher teaches may be a drawback, in that faculty consultants may require student teachers to teach subjects according to their (faculty consultants) idea of how those subjects should be taught.			1

Table XVII

REASONS FOR AGREEMENT OF DISAGREEMENT AMONG COOPERATING TEACHERS ON TWO EXPECTATION ITEMS

Items	Responses	Frequency of Mention CT	ST	FC
F. Cooperating teachers agree that the faculty consultants should hold a conference with his/her group of student teachers prior to the beginning of each round (item 48).	Holding of such a conference is required by the university	1	1	
	Knowing the student teacher ahead of time sets the stage for better communication with the student teacher.	1		
	It is unnerving for the student teacher and faculty consultant to meet for the first time in the participating school.	1		1
	The conference provides an opportunity for student teachers and faculty consultants to clarify roles, expectations and to ask questions.	3	5	2
	Cooperating teachers want faculty consultants to hold such a conference.	2		

Table XVII (Continued)

Items	Responses	Frequency of Mention CT	ST	FC
G. There is disagreement among cooperating teachers with regard to whether a faculty consultant should assist the student teacher in developing lesson plans (item 7).	Most cooperating teachers are ignorant of the duties of the faculty consultant.	1		
	Some cooperating teachers are set in their ways regarding the content and format of lesson plans, and they don't want faculty consultants suggesting other ways to student teachers.	2	2	2
	Faculty consultants should assist the student teacher in developing lesson plans prior to the beginning of the practicum, but not during the practicum	1	1	
	Cooperating teachers feel they have more knowledge than faculty consultants in certain areas of lesson planning.	1		
	Cooperating teachers want to develop student teachers' lesson planning ability according to their (cooperating teachers) style of teaching.		1	

Table XVII (Continued)

Items	Responses	Frequency of Mention CT	ST	FC
	Some cooperating teachers feel that it would be beneficial to the student teacher if he/she could get ideas regarding lesson planning from the faculty consultant.		1	
	Having the faculty consultant help the student teacher with lesson planning could lighten the workload of the cooperating teacher.		1	
	Cooperating teachers would like student teachers to plan lessons independent of help.	2	3	2
	How would the cooperating teacher evaluate lesson plans if he/she does not know how much input the student teacher had in the planning of the lesson?		2	

Table XVIII

REASONS FOR AGREEMENT OR DISAGREEMENT AMONG STUDENT TEACHERS

ON TWO EXPECTATION ITEMS

Items	Responses	Frequency of Mention CT	ST	FC
H. Student teachers agree that the faculty consultant should make any written comments on the observed lesson available to the student teacher (item 24).	Student teachers benefit from seeing what was written on the observed lesson.	3	4	1
	It is difficult to remember what the faculty consultant told you.	1	1	
	It is an evaluation of the student teacher so the student teacher has the right to see it.	1	1	
	Often one does not know the basis on which the faculty consultant has made comments until one sees what he has written.		1	1
	Written comments are useful pieces of evidence which one can refer to later on.	1	1	1
I. There is disagreement among student teachers with regard to whether a faculty consultant should always report to the principal's office first, when	Faculty consultants should report to the principal's office on the first visit to the school; after that, only if a problem arises.	2		1
	Reporting to the principal's office on every visit is time consuming.	1	2	1

Table XVIII (Continued)

Items	Responses	Frequency of Mention CT	ST	FC
visiting the student teacher(s) in the participating school (item 19).	The principal is not important to the student teacher. He does not have much to do with the student teacher.	1	3	
	It is courteous to report to the principal's office on every visit, most visitors do.	2		
	There is no need for the faculty consultant to report to the principal's office on every visit.		2	
	It depends on the situation. Different schools are operated differently.		1	1
	The faculty consultant tends to become part of the staff as his visits increase.			1

Table XIX

REASONS FOR AGREEMENT OR DISAGREEMENT AMONG FACULTY CONSULTANTS ON TWO EXPECTATION ITEMS

Items	Responses	Frequency of Mention CT	ST	FC
J. Faculty consultants agree that the faculty consultant should act as a liaison between the university and the participating school (item 15).	Being a liaison is the prime responsibility of the faculty consultant.	5	5	2
K. There is disagreement among faculty consultants regarding whether the faculty consultant should serve as a resource person to the cooperating teacher (item 50).	Some faculty consultants do not want to serve as resource persons to the cooperating teachers.	2	3	
	Being a resource person to the cooperating teacher places an extra demand on the faculty consultant.	2	1	1
	There is no need for the faculty consultant to serve as a resource person to the cooperating teacher.	1		
	Some faculty consultants are willing to serve as resource persons to the cooperating teacher.	2	1	

Table XIX (Continued)

Items	Responses	Frequency of Mention CT	ST	FC
	The faculty consultant's job is to serve as a resource person to the student teacher.		2	
	The cooperating teacher could serve as a resource person to the faculty consultant.			1

Eleven interviewees suggested that there was agreement among the groups on Item C, Table XV, because respondents believed that having two evaluators -- the faculty consultant and cooperating teacher -- is better than having one. Interviewees also suggested that there was agreement among the groups on items A and B because these functions were explicitly stated by the university authorities. One of the reasons given for the existence of disagreement among faculty consultants and student teachers on items K and E respectively, was the lack of time for faculty consultants to perform such expected roles.

SUMMARY

In response to the questions on the interview schedule interviewees suggested general and specific reasons for agreement and disagreement among and within the groups. For each item, some of the reasons suggested by members of one group coincided with those suggested by members of at least one of the other two groups. The number of suggested reasons for agreement or disagreement on the items ranged from one to nine.

CHAPTER VII

SUMMARY, DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

This final chapter is divided into four sections as follows:

1. A summary of the study and its findings;
2. The discussion of the findings;
3. Implications of the study; and
4. Recommendations for further research.

SUMMARY OF THE STUDY AND ITS FINDINGS

It was assumed that student teaching is a system of social relationships in which the behavior of participants is influenced by their own expectations and those of others. Student teachers, faculty consultants, and cooperating teachers continually interact during the practicum programs. The general purpose of this study was to explore the expectations for the role of the faculty consultant as perceived by the incumbents of this position, by cooperating teachers and by student teachers. Specifically, the purposes were: (1) to analyze and describe expectations of student teachers, faculty consultants and cooperating teachers for the role of the faculty consultant; and (2) to explore perceived reasons for consensus and disagreement on expectations among and within the groups.

Two survey instruments were developed for the study. The first was a questionnaire which consisted of 52 items representing

expectations for the role of the faculty consultant. Copies of the questionnaire were distributed to the entire population of 79 cooperating teachers, 79 student teachers, and 20 faculty consultants who were involved in the culminating elementary practicum programs offered by the University of Alberta, during the winter term -- January to April, 1980. The second instrument used was an interview schedule which consisted of 11 items that were taken from the questionnaire. The interview schedule was used during individual conferences with a randomly selected sub-sample of 5 cooperating teachers, 5 student teachers and 2 faculty consultants, to ascertain perceived reasons for agreement or disagreement among and within the groups on the 11 items.

Statistical analyses of the data obtained through the questionnaire instrument were performed at the University of Alberta computing centre. Data obtained from the interviews were tabulated and presented as perceived reasons for agreement or disagreement on the 11 interview items.

The results of the findings are presented in relation to each of the 7 hypotheses.

Cooperating Teachers

The variance scores for cooperating teachers ranged from 0.250 on item 4, "Act as a liaison between the university and the participating school", to 1.758 on item 14, "Inform the cooperating teacher of some of the coming visits for the purpose of observing the student teacher". A relatively low variance indicated high consensus, while a relatively high variance indicated low consensus. The findings did not support Hypothesis IA. There were different degrees of consensus among cooperating teachers on the expectation items. Neither perfect

consensus nor complete lack of consensus was found on any of the items.

There were striking differences of opinion among cooperating teachers on items 2, 7, 8, 13, 16, 17, 19, 20, 31, 39 and 50. The content of these items was presented in Table V. The response distributions indicated that there were mixed feelings among cooperating teachers on each of these items. For example, approximately 39 percent of the responses to item 39 were positive, 40 percent were negative and 21 percent fell in the "undecided" category. The findings on these 11 items per se were interpreted as indicating disagreement among cooperating teachers.

Twenty percent of the cooperating teachers made comments at the end of the questionnaire. Two respondents indicated that the faculty consultant's role should more often be that of a consultant. Three cooperating teachers were critical of the questionnaire, while one indicated that such a questionnaire survey was long overdue.

Student Teachers

In terms of ranked variances, student teachers expressed the relatively highest degree of consensus on item 27, "Hold a post-observation conference with the student teacher", and the relatively lowest degree of consensus on item 14, "Inform the cooperating teacher of some of the coming visits for the purpose of observing the student teacher". The data indicated that there were different degrees of consensus on the expectation items. Hypothesis 1B was rejected. None of the items reflected perfect consensus nor complete lack of consensus.

There were striking differences of opinion among student teachers on items 2, 7, 8, 14, 17, 19, 20, 22 and 50. The content of

these items were presented in Table VII. A relatively high percentage of the responses to each of these items was positive, and a relatively high percentage of the responses was also negative. For example, 38 percent of the responses to item 7 were positive, 44 percent were negative and 18 percent were neutral. The findings regarding these items were interpreted as indicating disagreement among student teachers.

Eighteen student teachers made comments at the end of the questionnaire. Six student teachers indicated that since the faculty consultant spent little time observing student teachers, the faculty consultants should consider the cooperating teacher's formative and summative evaluations of the student teacher when he/she (the faculty consultant) attempts to complete the final evaluation form at the end of the round.

Faculty Consultants

The variance scores of faculty consultants ranged from 0.333 on item 37, "Assume total responsibility for evaluating the student teacher", to 2.133 on item 21, "Observe the student teacher teach one complete lesson each week". None of the faculty consultants strongly agreed or agreed with item 37. Eighty one percent of the faculty consultants strongly disagreed with the item, 13 percent disagreed while 6 percent were undecided.

Null Hypothesis 1C was rejected. There were different degrees of consensus among faculty consultants on the expectation items for the role of the faculty consultant. The findings did not indicate that there was perfect consensus or complete lack of consensus on any of the 52 expectation items.

The response distributions indicated that there were striking differences of opinion among faculty consultants on items 10, 11, 14, 17, 19, 22, 34, 35, 39, 40, 44 and 50. The content of these items was presented in Table IX. On items 11, for example, approximately 37 percent of the responses were positive, 38 percent were negative and 25 percent were neutral. It was concluded that there was disagreement among faculty consultants on these 12 items.

Two of the five faculty consultants who commented at the end of the questionnaire were critical of the instrument. One faculty consultant suggested that the role of the faculty consultant should be limited to the selection of competent cooperating teachers.

Inter-Position Consensus

One way analysis of variance was used to test Hypothesis II. The findings indicated that there were no significant differences in the response distributions of the three groups on 29 items. Relatively low consensus was found to exist on 7 of the 29 items. The findings regarding these 7 items (items 13, 14, 17, 19, 21, 26 and 50) were interpreted as indicating a "lack of disagreement" among the groups. There was high consensus within each of the three groups on 13 of the 29 items. The findings regarding these 13 (items 4, 6, 9, 15, 18, 24, 27, 30, 33, 37, 41, 43 and 45) were interpreted as indicating agreement among the groups. Either high or low consensus was found within one or two of the groups on the remaining 9 items. The findings regarding these 9 items (items 1, 12, 23, 25, 28, 36, 38, 46 and 51) were not interpreted as indicating agreement among the three groups.

There were significant differences in the response distributions

of the groups on 23 items. Null Hypothesis II was rejected for these items.

Hypothesis IIIA, IIIB and IIIC were rejected for items 2, 7, 8, 10, 11, 20, 22, 29, 31, 34, 35, 39, 44, 47, 48 and 52. The findings indicated that there were differences in direction between pairs of groups on these items. The greatest number of disagreements in terms of direction occurred between student teachers and faculty consultants, while the least occurred between student teachers and cooperating teachers. Differences in intensity were found between pairs of groups on items 3, 15, 16, 20, 29, 32, 40, 42, 47 and 49. Null hypotheses IIIA, IIIB and IIIC were accepted for these items. The greatest number of disagreements in terms of intensity occurred between student teachers and faculty consultants, while the least occurred between student teachers and cooperating teachers.

Four of the items on the interview schedule sought information regarding perceived reasons for agreement among the groups. The number of reasons given by the interviewees for the existence of agreement among the three groups on each of the four items ranged from three to seven. For each of the 11 items on the interivew schedule, some of the reasons suggested by one group coincided with those suggested by members of at least one of the other groups.

DISCUSSION OF FINDINGS

Intra-Position Consensus

The ranks of variance scores were used to indicate the different degrees of consensus within each of the groups on the expectation items. Each of the groups -- cooperating teachers, student

teachers and faculty consultants -- exhibited different degrees of consensus on the expectation items. Hypotheses IA, IB, and IC were rejected. The fact that different degrees of consensus did emerge supports Gross et al. (1958) position that consensus with regard to a specific role is not a given, but rather a variable to be determined empirically. In addition, Gross et al. (1958) and Foskett (1969) stated that 100 percent agreement on expectations among a group of role definers is seldom, if ever, found empirically. Thre was evidence in this study that supported this contention. Neither perfect consensus nor complete lack of consensus was found within any of the groups on any of the items.

The variance scores of cooperating teachers ranged from a relatively high consensus score of 0.250 to a relatively low consensus score of 1.758. For example, there was relatively high consensus, a variance of 0.275, among cooperating teachers on item 48. Consensus on this item was on the positive side of the response scale. This meant that cooperating reachers expected the faculty consultant to hold a conference with his/her group of student teachers prior to the beginning of each round. In response to the interview question regarding perceived reasons for agreement among cooperating teachers on item 48, several interviewees indicated that holding such a conference is required by the university, the conference provides an opportunity for student teachers and faculty consultants to clarify roles and to ask questions, and cooperating teachers want faculty consultants to hold such a conference.

The variance scores of student teachers and faculty consultants ranged from 0.222 and 0.333, respectively, to 1.744 and 2.133,

respectively. There was relatively high consensus, a variance of 0.399 on item 24. Consensus was in the positive direction. This meant that student teachers expected faculty consultants to make any written comments on the observed lesson available to them. Two of the reasons suggested by the interviewees, why student teachers agreed on item 24 were: (1) student teachers benefit from seeing what was written on the observed lesson, and (2) written comments are useful pieces of evidence which one can refer to later on. Regarding faculty consultants, there was relatively high consensus, in the positive direction, among members of this group on item 4. Members of the group expected the faculty consultant to act as a liaison between the university and the participating school. The interviewees believed that faculty consultants agreed on this item because being a liaison between the university and the participating school is the prime responsibility of the faculty consultant. The clarity of role definition reagrding the above items seemed to have led to agreement among the members of the various groups.

There were striking differences of opinion among cooperating teachers on items 2, 7, 8, 13, 16, 17, 19, 20, 31, 39 and 50. Striking differences of opinion were also found among student teachers on items 2, 7, 8, 14, 17, 19, 20, 22 and 50; and among faculty consultants on items 10, 11, 14, 17, 19, 22, 34, 35, 39, 40, 44 and 50. These differences were interpreted to represent disagreement within each of the groups on the items. Taves, Corwin and Haas (1963) observed that disagreement on role expectations increases ambiguity of expectations. It was suggested that the role of the faculty consultant was not clearly defined within each of the groups in those areas in which disagreement was found.

Interviewees believed that there was disagreement among cooperating teachers regarding whether a faculty consultant should assist the student teacher in developing lesson plans, because most cooperating teachers are ignorant of the duties of the faculty consultant. Interviewees also indicated that some cooperating teachers are set in their ways regarding the content and format of lesson plans, and they don't want faculty consultants suggesting other ways to student teachers.

Regarding disagreement among student teachers on item 19, some interviewees suggested that some students believed that there was no need for the faculty consultant to report to the principal's office on every visit. A number of interviewees also believed that there was disagreement among faculty consultants on item 50 because some faculty consultants did not want to serve as resource persons to cooperating teachers.

Fourteen cooperating teachers made comments at the end of the questionnaire. Two respondents believed that the role of the faculty consultant should more often be that of a consultant. However, it should be noted that the respondents made no reference to the ability and qualifications of the faculty consultant to meet this expectation.

Eighteen student teachers commented at the end of the questionnaire. Six respondents indicated that the faculty consultant should consider the cooperating teacher's formative and summative evaluations of the student teacher when attempting to complete the final evaluation forms at the end of the round of student teaching. This expectation was partly based on the notion that faculty consultants were not spending enough time observing the student teacher. Regarding such

an expectation it appears that these student teachers have assumed that there is a great amount of communication between faculty consultants and cooperating teachers.

The behavior expected of the faculty consultant must first be clearly defined within each of the three groups. Each group's definition of the role of the faculty consultant should then be communicated to the other groups. Further clarification of the role should then follow. Communication among the groups regarding behavior expected of the faculty consultant should contribute to the development of consensus on the role.

Inter-Position Consensus

There was agreement among the three groups on 13 items. On 9 of these items the majority of the responses fell on the positive side of the response scale. This meant that members of the three groups expected the faculty consultant to act as a liaison between the university and the participating school, clairfy the responsibilities of the cooperating teacher to the student teacher, review some of the student teacher's lesson plans, make any written comments on the observed lesson available to the student teacher, hold a post-observation conference with the student teacher, keep a written record of each lesson observed and each conference held, share the responsibility for evaluating the student teacher with the cooperating teacher, attend the Faculty of Education seminar which is offered on the practicum program, and praise the student teacher on successful activities.

The majority of responses to 3 of the items on which there was agreement among the three groups fell on the negative side of the

response scale. This was interpreted as indicating that the faculty consultant should not be expected to: (1) assume total responsibility for evaluating the student teacher, (2) inform the student teacher of none of the coming visits for the purpose of observation, and (3) inform the cooperating teacher of none of the coming visits for the purpose of observing the student teacher.

Item 45, "Hold conferences with other faculty consultants associated with elementary education", was also one of the items on which there was agreement among the three groups. However, the majority of the responses to this item fell in the "agree" and "undecided" categories. This suggested that some degree of indecisiveness was applied to this function.

It was interpreted that these 13 items represented a core of agreement among the groups. Except for item 45, with regard to these functions the role of the faculty consultant seems to be clearly defined. However based on the fact that agreement among the groups could only be reached on 25 percent of the items on the instrument, it was concluded that confusion exists among the groups regarding the role of the faculty consultant.

The items that reflected agreement among the three groups were not evenly distributed among the categories under which they were grouped. There was a larger percentage of items reflecting agreement among the groups within the category bridging (33 percent) than in the other categories. Twenty-five percent of the items in each of the categories -- visitation, general and observation -- reflected agreement among the groups, while 22 and 26 percent of the items in the categories evaluation and planning, respectively, also reflected agreement

among the groups.

Interviewees suggested a number of general and specific reasons for agreement among the groups on 4 of the items in the interview schedule. Several interviewees indicated that certain roles were mandatory expectations for the faculty consultant. Regarding these functions the role of the faculty consultant seems to be clearly defined. The inference here is that the clarity of role definition led to agreement among the groups with respect to certain aspects of the faculty consultant's role.

There was either high or low consensus within one or two of the groups on 9 of the items on which there was no significant difference in the response distributions among the three groups. Different degrees of consensus on an item may not provide a basis for disagreement, yet it could be anticipated that such could lead to confusion and uncertainty.

Several factors could have influenced the reaction of respondents to these 9 items. For example, each member of the student teaching triad, considering his goals and service affiliations in the practicum programs, presumably had different ideas of what constitutes the supervisory task of faculty consultants.

There was low consensus among the three groups on 7 items. The findings for these items were interpreted as indicating "lack of disagreement". However, the low state of consensus on these items probably provided a basis for disagreement among the groups.

Differences Among Groups

Null hypothesis II was rejected for 23 items on which the F

Probability scores among the groups were not significant. Additional analysis of these items indicated that the differences were in terms of direction on 16 of the items. More specifically there was disagreement between groups as to whether the faculty consultant should interpret the participating school's educational philosophy to the student teacher; assist the student teacher in developing lesson plans; assist the student teacher in planning a unit; work with the Faculty of Education and school personnel in planning the practicum experience for the student teacher; hold planning sessions with the cooperating teacher and student teacher; observe the cooperating teacher's pupils prior to the beginning of the practicum exercise; observe the student teacher teach more than one complete lesson each week; hold a post-observation conference with both student teacher and cooperating teacher in attendance; observe the cooperating teacher teach the class during the practicum session; share the responsibility for evaluating the student teacher with the cooperating teacher and the student teacher; evaluate the cooperating teacher's ability to supervise the student teacher; familiarize himself, prior to the beginning of the practicum exercise, with the subjects which the cooperating teacher teaches; be knowledgeable about subject matter in several areas; hold a conference with his group of student teachers prior to the beginning of each round; and counsel the student teacher in decisions regarding his career goals.

Within the context of role theory, disagreements between groups can be interpreted to represent potential conflict for incumbents of various positions. With reference to item 44, for example, student teachers and cooperating teachers tend to think that faculty consultants should familiarize themselves, prior to the beginning of

the practicum exercise, with the subjects that the cooperating teacher teaches, while faculty consultants tend to think that they should not be expected to perform in this area. The response differences between the groups on this item is a possible source of conflict. The faculty consultant might resolve this conflict by ignoring the expectations of student teachers and cooperating teachers or by meeting the expectations of the two groups.

In those items where there were significant differences in terms of intensity, there were similarities in terms of direction. Groups differed significantly in responses as to whether they strongly agreed or agreed that the faculty consultant should interpret the university's elementary education program to the cooperating teacher, clarify the responsibilities of the cooperating teacher to the student teacher, inform the student teacher of all of the coming visits for the purpose of observation, hold a post-observation conference with both student teacher and cooperating teacher in attendance, assist the student teacher in developing the habit of systematic self-evaluation, submit an evaluation report on the entire practicum session to Field Services, offer constructive criticism along with suggestions for improvements to the student teacher, be knowledgeable about subject matter in several areas, and serve as a resource person to the cooperating teacher. The t test also indicated that there was a significant difference in terms of intensity between the response distributions of cooperating teachers and faculty consultants on item 20, "Observe the cooperating teacher's pupils prior to the beginning of the practicum exercise". Cooperating teachers tend to disagree with such an expectation, while faculty consultants tend to strongly disagree.

The greatest number of disagreements between groups in terms of direction and intensity occurred between student teachers and faculty consultants, followed by similar differences between cooperating and faculty consultants. The least number of differences also in terms of direction and intensity occurred between cooperating teachers and student teachers. With regard to those functions on which there are disagreement between groups the role of the faculty consultant seems to be ill-defined.

Tables I, II and III indicated that student teachers, cooperating teachers and faculty consultants have different characteristics. There were equal amounts of male and female faculty consultants, while female cooperating teachers and student teachers outnumbered their male counterparts. Cooperating teachers and faculty consultants, as a group were older than student teachers. The highest range of professional training was found among faculty consultants, while the highest range of teaching experience per se was found among cooperating teachers. These differences may be one of the factors that account for the members of the three groups holding different definitions of the role of the faculty consultant.

Gross et al. (1958) observed that expectation can be affected by social interaction. Student teaching might have been the only event when cooperating teachers, student teachers, and faculty consultants interacted with one another. Student teachers are assigned to faculty consultants and cooperating teachers for a period of 3 to 5 weeks. The student teacher interacts with the cooperating teacher on a daily basis during this period, while interaction between the student teacher and faculty consultant, or the cooperating teacher and faculty consultant

may be limited to one hour per week. The sporadic interaction of members of the student teaching triad and the different purposes for interacting may be one possible cause for differences in expectation among the groups.

Homans (1950) also observed that the more frequently the incumbents of positions interact with one another the more nearly alike they become in the norms they hold. Maybe the relatively greater instances of interaction between the student teacher and the cooperating teacher accounted for the fewer number of disagreements between the groups regarding expectations for the role of the faculty consultant. On the other hand the relatively fewer number of instances of interaction between faculty consultants and student teachers, and faculty consultants and cooperating teachers may be partly responsible for the greater number of differences between the groups regarding expectations for the role of faculty consultant.

Lack of communication or inadequate communication among and within the three groups, and lack of awareness of the expectations held by position incumbents for the role of the faculty consultant may also be some of the factors that contributed to disagreement among the groups.

IMPLICATIONS FOR PRACTICE

Lack of communication or inadequate communication was one of the reasons suggested for the lack of clarity and consensus on expectations among and within the groups. It is therefore recommended that the Faculty of Education provide increased opportunities for communication, within and among the groups, which may serve as a basis for

the development of consensus regarding the role of the faculty consultant. Cooperating teachers, faculty consultants, and student teachers should be encouraged to participate in conferences, seminars and discussions of specific aspects of the faculty consultant's role. Earlier on it was suggested that the role of the faculty consultant should, first, be clarified within each of the groups. After each group has identified areas of agreement and disagreement such information should then be spread among the three groups. Further clarification of expectations among the three groups may then be sought. It is not being suggested that there can and should be one definition of the role of the faculty consultant which would be applied rigorously to all situations. What is being suggested is that groups of student teachers, faculty consultants, and cooperating teachers who will be interacting with one another during the practicum should be made to recognize the need to develop, prior to the beginning of the practicum, clarity and consensus regarding expectations for the role of the faculty consultant.

The length and frequency of interaction among the groups was also suggested as one of the reasons for significant differences among the groups regarding the role of the faculty consultant. Information regarding the schools in which student teachers are placed, and the names of the student teachers who are assigned to the various faculty consultants should be posted at least one week prior to the beginning of the practicum exercise. Student teachers should be required to use this lead time to become acquainted with the faculty consultant and cooperating teacher. The Faculty of Education should also provide other means whereby members of the three groups can increase the

the duration and frequency of their interaction. In addition to increased communication, faculty consultants should also be required to increase the length and number of visits to the participating schools.

It can still be assumed that the faculty consultant performs a vital role in the practicum programs. Bible and McComas (1963) observed that consensus on role definition and on perception of role performance were related to effective role performance. The implication here is that faculty consultants may feel more satisfied and perform more effectively if their role expectations are clearly defined by members of the three groups.

It can be suggested further that if efficiency in the performance of the role of the faculty consultant is to be achieved, more and better qualified educators should be stimulated to become faculty consultants. Efficient performance of expectations for the role of the faculty consultant may demand additional screening and training of personnel. Pre-service as well as in-service programs should be designed for faculty consultants, especially new appointees to the position. It seems ridiculous to trust a new faculty consultant into the public or separate schools without adequately preparing him to fulfill the expectations required of the position. Regarding in-service programs, the Faculty of Education should also design and conduct courses in supervision of student teachers and the handling of conflict, and encourage faculty consultants to attend.

This study was limited to the expectations for the faculty consultant's role. It is therefore suggested that a definition of the position incumbent's role in the culminating elementary practicum programs may be sought from those roles which were identified, in this

study, as having relatively high consensus and reflecting agreement among the three groups.

RECOMMENDATIONS FOR FURTHER RESEARCH

One of the reasons suggested for significant differences among groups was differences in the characteristics of the members of the groups. Thus studies of the relationship between demographic characteristics (sex, age, professional training and teaching experience) and the degree of consensus among cooperating teachers faculty consultants, and student teachers should be undertaken.

It was also suggested that poor communication among position incumbents was partly responsible for the lack of clarity and disagreement among groups on expectations for the role of the faculty consultant. A study regarding the relationship between role conflict and pattern of communication among student teachers, faculty consultants and cooperating teachers should be undertaken.

During the structured interviews, it was suggested by many interviewees that the faculty consultant did not have the time to perform certain expectations, such as becoming familiar, prior to the beginning of the practicum exercise, with the subjects which the cooperating teacher teaches. It is suggested that an anthropological study of how the faculty consultant spends his time in the performance of this duties should be undertaken.

There is a need to replicate this study. Further studies of the role of the faculty consultant in the various practicum programs offered by the University of Alberta may also be undertaken. An experimental study may be undertaken to compare the effectiveness

of faculty consultants whose roles are clearly defined with those whose roles are not specified in the Plan B, 402 and 301 practicum programs.

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APPENDICES

APPENDIX A

COVERING LETTERS

DEPARTMENT OF
EDUCATIONAL ADMINISTRATION
FACULTY OF EDUCATION
THE UNIVERSITY OF ALBERTA

_____1980.

Dear

I am presently enrolled in the M. Ed. program in the Department of Educational Administration at the University of Alberta.

The purpose of the enclosed questionnaire is to obtain information about the expectations for the role of the faculty consultant who is associated with the culminating elementary practicum programs. To collect the data necessary for the study, faculty consultants, student teachers and cooperating teachers are being requested to complete and return appropriate questionnaires. The results of the study will help to clarify the role of the faculty consultant at the University of Alberta.

Persmission has been received from Field Services, Faculty of Education, to send questionnaires to student teachers, faculty consultants, and cooperating teachers who are involved the the culminating elementary practicum programs offered by the University of Alberta.

It will be greatly appreciated if you will complete and return the questionnaire, in the stamped, self-addressed envelope enclosed, prior to _____1980. I will be pleased to send you a summary of the questionnaire results if you so desire.

All data will be treated as confidential.

Thank you for your cooperation.

Sincerely yours,

Pete Hall.

7-104, EDUCATION NORTH, EDMONTON, ALBERTA, CANADA T6G 2G5 TELEPHONE (403) 432-5241

DEPARTMENT OF
EDUCATIONAL ADMINISTRATION
FACULTY OF EDUCATION
THE UNIVERSITY OF ALBERTA

_____1980.

Dear

Recently a questionnaire pertaining to the expectations for the role of the faculty consultant in the culminating elementary practicum programs was forwarded to you. As yet I have had no response from you. May I make an urgent request that you complete and return the questionnaire within the next few days? Enclosed is a copy of the questionnaire and a stamped, self-addressed envelope. I cannot overemphasize the importance of your participation in the study.

I realize that students are constantly under the pressure of work, and I do apologize for the extra demand made on your time.

If you have already forwarded the completed questionnaire, please ignore this request.

Thank you in advance for your cooperation and assistance in this matter.

Sincerely yours,

Pete Hall.

7-104, EDUCATION NORTH, EDMONTON, ALBERTA, CANADA T6G 2G5 TELEPHONE (403) 432-5241

APPENDIX B

QUESTIONNAIRE INSTRUMENT

Expectations for the Role of the Faculty Consultant in the Culminating Elementary Practicum Program

QUESTIONNAIRE

Part A. Demographic Data

Part B. Expectation Items

Please complete all questions in all parts of the questionnaire.

STUDENT TEACHER

PART A. DEMOGRAPHIC DATA CODE NO. _____ Office Use Only CC 1 - 4

Please place ( ) or appropriate response in the space provided.

1. Sex: Male ( ) 1 Female ( ) 2 5

2. Age on last birthday: 6
   Under 21 ( ) 1
   21-25 ( ) 2
   26-30 ( ) 3
   31-35 ( ) 4
   36-40 ( ) 5
   Over 40 6

3. Qualifications. (Check one) 7

   Degree holder ( ) 1
   Non-degree holder ( ) 2

4. Were you assigned to a split grade class for Round 1? 8

   Yes ( ) 1
   No ( ) 2

5. Grade(s) assigned to teach during Round 1. 9 - 16

_____

6. Were you assigned a split grade class for Round 2? 17

   Yes ( ) 1
   No ( ) 2

7. Grade(s) assigned to teach during Round 2. 18 - 25

_____

8. In which culminating practicum program are you enrolled? (Check one) 26

   Ed. Practicum 301 ( ) 1
   Ed. Practicum 402 ( ) 2
   Plan B. Elementary Route ( ) 3

COOPERATING TEACHER

Office Use Only

PART A. DEMOGRAPHIC DATA CODE NO. _____ CC

Please place ( ) or appropriate response in the space provided. 1-4

1. Sex: Male ( ) 1 Female ( ) 2 5

2. Age on last birthday: 6

21-25 ( ) 1	41-45 ( ) 5
26-30 ( ) 2	46-50 ( ) 6
31-35 ( ) 3	51-55 ( ) 7
36-40 ( ) 4	over 55 ( ) 8

3. Number of complete years of teaching experience. (Include current academic year as one full Year.) _____ 7-8

4. Number of years experience as a cooperating teacher. (Include current academic year as one full year.) _____ 9-10

5. In your role as a cooperating teacher, approximately how many student teachers have you supervised to date? _____ 11-12

6. What are your academic qualifications? 13-17

B.Ed.	( ) 1
Bachelor degree other than B.Ed.	( ) 2
Masters	( ) 3
Ph.D.	( ) 4
Other (Please specify)	( ) 5

_____

7. Do you teach a split grade class? 18

Yes ( ) 1
No ( ) 2

8. Grade(s) which you teach this school year. 19-26

GR.	GR.
K ( ) 1	4 ( ) 5
1 ( ) 2	5 ( ) 6
2 ( ) 3	6 ( ) 7
3 ( ) 4	Other (Please Specify) ( ) 8

_____

FACULTY CONSULTANT

Office Use Only

PART A. DEMOGRAPHIC DATA CODE NO. _____ CC

Please place ( ) or appropriate response in the space provided. 1-4

1. Sex: Male ( ) 1 Female ( ) 2 5

2. Age on last birthday: 6

21-25 ( ) 1	41-45 ( ) 5
26-30 ( ) 2	46-50 ( ) 6
31-35 ( ) 3	51-55 ( ) 7
36-40 ( ) 4	over 55 ( ) 8

3. Number of complete years of university teaching experience. (Include current academic year as one full year.) _____ 7-8

4. Number of complete years of public and/or separate school (K-12) teaching experience (Include current academic year as one full year.) _____ 9-10

5. Number of years experience as a faculty consultant. (Include current academic year as one full year.) _____ 11-12

6. As a faculty consultant, in which category are you groups? (Check one) 13

Faculty member excluding practicum associate	( ) 1
Practicum Associate	( ) 2
Graduate student in residence	( ) 3
Other (Please specify)	( ) 4

_____

7. In your role as a faculty consultant, what is the approximate total number of student teachers you have supervised over the years? _____ 14-16

8. What are your academic qualifications? 17-21

B.Ed.	( ) 1
Bachelor degree other than B.Ed.	( ) 2
Masters	( ) 3
Ph.D.	( ) 4
Others (Please specify)	( ) 5

_____

PART B. Expectation Items

INSTRUCTIONS: Please READ each item carefully and then answer the questions by circling ONE of the responses to indicate whether you

Strongly Agree	SA
Agree	A
Are Undecided	U
Disagree	D
Strongly Disagree	SD

Example: A faculty consultant SHOULD

Help student teachers plan a unit SA (A) U D SD

Important

Please respond to all questions.

BRIDGING

SA: Strongly Agree
A: Agree
U: Are Undecided
D: Disagree
SD: Strongly Disagree

A faculty consultant SHOULD						Office Use Only CC
1. Help the cooperating teacher and student teacher resolve interpersonal disagreements which arise during the practicum experience.	SA	A	U	D	SD	27
2. Interpret the participating school's educational philosophy to the student teacher.	SA	A	U	D	SD	28
3. Interpret the university's elementary education program to the cooperating teacher.	SA	A	U	D	SD	29
4. Act as a liaison between the university and the participating school.	SA	A	U	D	SD	30
5. Clarify the responsibilities of the cooperating teacher to the student teacher.	SA	A	U	D	SD	31
6. Clarify the responsibilites of the student teacher to the cooperating teacher.	SA	A	U	D	SD	32

PLANNING

A faculty consultant SHOULD						
7. Assist the student teacher in developing lesson plans.	SA	A	U	D	SD	33
8. Assist the student teacher in planning a unit.	SA	A	U	D	SD	34
9. Review some of the student teacher's lesson plans.	SA	A	U	D	SD	35

		Office Use Only
10. Work with the Faculty of Education and school personnel in planning the practicum experience for the student teacher.	SA A U D SD	CC 36
11. Hold planning session with the cooperating teacher and student teacher.	SA A U D SD	37

VISITATION

A faculty consultant SHOULD

12. Visit the participating schools prior to the beginning of the practicum exercise.	SA A U D SD	38
13. Inform the cooperating teacher of all of the coming visits for the purpose of observing the student teacher.	SA A U D SD	39
14. Inform the cooperating teacher of some of the coming visits for the purpose of observing the student teacher.	SA A U D SD	40
15. Inform the cooperating teacher of none of the coming visits for the purpose of observing the student teacher.	SA A U D SD	41
16. Inform the student teacher of all of the coming visits for the purpose of observation.	SA A U D SD	42
17. Inform the student teacher of some of the coming visits for the purpose of observation.	SA A U D SD	43
18. Inform the student teacher of none of the coming visits for the purpose of observation.	SA A U D SD	44

		Office Use Only
19. Always report to the principal's office first, when visiting the student teacher(s) in the participating school.	SA A U D SD	CC 45

OBSERVATION

A faculty consultant SHOULD

20. Observe the cooperating teacher's pupils prior to the beginning of the practicum exercise.	SA A U D SD	46
21. Observe the student teacher teach one complete lesson each week.	SA A U D SD	47
22. Observe the student teacher teach more than one complete lesson each week.	SA A U D SD	48
23. Take notes while observing the student teacher teach the class.	SA A U D SD	49
24. Make any written comments on the observed lesson available to the student teacher.	SA A U D SD	50
25. Make any written comments on the observed lesson available to the cooperating teacher.	SA A U D SD	51
26. Remain an unobtrusive observer while the student teacher is teaching the class.	SA A U D SD	52
27. Hold a post-observation conference with the student teacher.	SA A U D SD	53
28. Hold a post-observation conference with the cooperating teacher.	SA A U D SD	54

		Office Use Only
29. Hold a post-observation conference with both student teacher and cooperating teacher in attendance.	SA A U D SD	CC 55
30. Keep a written record of each lesson observed and each conference held.	SA A U D SD	56
31. Observe the cooperating teacher teach the class during the practicum session.	SA A U D SD	57

EVALUATION

A faculty consultant SHOULD

32. Assist the student teacher in developing the habit of systematic self-evaluation.	SA A U D SD	58
33. Share the responsibility for evaluating the student teacher with the cooperating teacher.	SA A U D SD	59
34. Share the responsibility for evaluating the student teacher with the student teacher.	SA A U D SD	60
35. Share the responsibility for evaluating the student teacher with the cooperating teacher and the student teacher.	SA A U D SD	61
36. Designate total responsibility for evaluating the student teacher to the cooperating teacher.	SA A U D SD	62
37. Assume total responsibility for evaluating the student teacher.	SA A U D SD	63

			Office Use Only
38.	Make his/her evaluation of the student teacher available to the cooperating teacher.	SA A U D SD	CC 64
39.	Evaluate the cooperating teacher's ability to supervise the student teacher.	SA A U D SD	65
40.	Submit an evaluation report on the entire practicum session to Field Services, Faculty of Education.	SA A U D SD	66

GENERAL CATEGORY

A faculty consultant SHOULD

41.	Attend the Faculty of Education seminar(s) which is/are offered on the practicum programs.	SA A U D SD	67
42.	Offer constructive criticism along with suggestions for improvements to the student teacher.	SA A U D SD	68
43.	Praise the student teacher on successful activites.	SA A U D SD	69
44.	Familiarize himself/herself, prior to the beginning of the practicum exercise, with the subjects which the cooperating teacher teaches.	SA A U D SD	70
45.	Hold conferences with other faculty consultants associated with elementary education.	SA A U D SD	71
46.	Encourage the student teacher to test new teaching ideas in the classroom.	SA A U D SD	72
47.	Be knowledgeable about subject matter in several areas.	SA A U D SD	73

			Office Use Only
			CC
48.	Hold a conference with his/her group of student teachers prior to the beginning of each round.	SA A U D SD	74
49.	Serve as a resource person to the student teacher.	SA A U D SD	75
50.	Serve as a resource person to the cooperating teacher.	SA A U D SD	76
51.	Assist the cooperating teacher in fulfilling his/her role.	SA A U D SD	77
52.	Counsel the student teacher in decisions regarding his/her career goals.	SA A U D SD	78

Comments: (Optional)

_____

_____

_____

_____

_____

_____

Will you be willing to take part in a follow-up interview?

Yes ( )
No ( )

Thank you very much for taking the time to complete the questions.

APPENDIX C

INTERVIEW SCHEDULE

INTERVIEW SCHEDULE

Position

(a) Cooperating Teacher
(b) Student Teacher
(c) Faculty Consultant

Part I Interposition Consensus

The first three questions I have concern items which reflect agreement among cooperating teachers, student teachers and faculty consultants.

A. Cooperating teachers, student teachers and faculty consultants agree that faculty consultants should review some of the student teachers' lesson plans.

1. What do you see as reasons for agreement among the three groups regarding this item?

B. Cooperating teachers, student teachers and faculty consultants agree that faculty consultants should hold a post-observation conference with the student teacher.

2. What do you see as reasons for agreement among the three groups regarding this item?

C. Cooperating teachers, student teachers and faculty consultants agree that faculty consultants should share the responsibility for evaluating the student teacher with the cooperating teacher.

3. What do you see as reasons for agreement among the three groups regarding this item?

D. Cooperating teachers, student teachers and faculty consultants agree that faculty consultants should clarify the responsibilities of the student teacher to the cooperating teacher.

4. What do you see as reasons for agreement among the three groups regarding this item?

Next, I have one question concerning an item which reflects disagreement among the responses of the three groups.

E. Student teachers and cooperating teachers tend to feel that faculty consultants should familiarize themselves, prior to the beginning of the practicum exercise, with the subjects which the cooperating teacher teaches, while faculty consultants tend to feel that this should not be expected of them.

5. Why do you think faculty consultants view this expectation differently than do student teachers and cooperating teachers?

Part II Intraposition Consensus

The next set of questions concern the manner in which each group responded to specific items. The first question deals with responses that reflect agreement within each group. The next question deals with responses that reflect disagreement within each group.

Cooperating Teachers

F. Cooperating teachers agree that the faculty consultant should hold a conference with his/her group of student teachers prior to the beginning of each round.

6. What do you see as reasons for agreement among cooperating teachers regarding this item?

G. There is disagreement among cooperating teachers with regard to whether a faculty consultant should assist the student teacher in developing lesson plans.

7. What do you see as reasons for disagreement among cooperating teachers regarding this item?

Student Teachers

H. Student teachers agree that the faculty consultant should make any written comments on the observed lesson available to the student teacher.

8. What do you see as reasons for agreement among student teachers regarding this item?

I. There is disagreement among student teachers with regard to whether a faculty consultant should always report to the principal's office first, when visiting the student teacher(s) in the participating school.

9. What do you see as reasons for disagreement among student teachers regarding this item?

Faculty Consultants

J. Faculty consultants agree that the faculty consultant should act as a liaison between the university and the participating school.

10. What do you see as reasons for agreement among faculty consultants regarding this expectation item?

K. There is disagreement among faculty consultants regarding whether the faculty consultant should serve as a resource person to the cooperating teacher.

11. What reasons do you perceive for disagreement among faculty consultants regarding this item?

APPENDIX D

SUMMARY OF RESPONSES TO THE QUESTIONNAIRE

TABLE XX

RESPONSE DISTRIBUTIONS OF COOPERATION TEACHERS

FOR EXPECTATION ITEMS

Item No.	Percentage Distribution					Variance	Mean
	SA	A	U	D	SD		
1	40.0	41.4	10.0	5.7	2.9	0.990	4.100
2	5.7	25.7	18.6	42.9	7.1	1.177	2.800
3	32.9	47.1	7.1	10.0	2.9	1.072	3.971
4	55.7	44.3				0.250	4.557
5	27.1	58.6	8.6	4.3	1.4	0.663	4.057
6	34.3	58.6	4.3	1.4	1.4	0.527	4.229
7	10.0	37.1	15.7	32.9	4.3	1.265	3.157
8	14.3	40.0	20.0	22.9	2.9	1.171	3.400
9	38.6	57.1	1.4	2.9		0.422	4.314
10	31.4	55.7	10.0	2.9		0.511	4.157
11	18.6	47.1	15.7	14.3	4.3	1.168	3.614
12	27.5	47.8	14.5	10.1		0.833	3.928
13	31.4	27.1	20.0	18.6	2.9	1.417	3.657
14	10.3	41.2	10.3	20.6	17.6	1.758	3.059
15		2.9	7.1	34.3	55.7	0.567	1.571
16	25.7	30.0	7.1	32.9	4.3	1.693	3.400
17	11.9	44.8	9.0	19.4	14.9	1.704	3.194
18		2.9	4.3	34.3	58.6	0.514	1.514
19	14.3	28.6	30.0	22.9	4.3	1.208	3.257
20	4.3	27.1	25.7	31.4	11.4	1.197	2.814
21	23.5	52.9	1.5	16.2	5.9	1.369	3.721
22	21.4	42.9	22.9	12.9		0.896	3.729
23	25.0	66.2	2.9	4.4	1.5	0.589	4.088
24	45.7	50.0	1.4	2.9		0.443	4.386
25	31.4	50.0	12.9	5.7		0.676	4.071
26	31.3	50.7	3.0	11.9	3.0	1.104	3.955

TABLE XX (continued)

Item No.	Percentage Distribution					Variance	Mean
	SA	A	U	D	SD		
27	54.3	45.7				0.252	4.543
28	40.0	51.4	7.1	1.4		0.445	4.300
29	20.3	49.3	17.4	11.6	1.4	0.924	3.754
30	24.3	62.9	12.9			0.364	4.114
31	2.9	20.3	29.0	27.5	20.3	1.247	2.580
32	34.3	62.9	2.9			0.277	4.314
33	25.7	64.3	4.3	4.3	1.4	0.601	4.086
34	21.4	58.6	12.9	5.7	1.4	0.705	3.929
36	1.4	2.9	5.7	64.3	25.7	0.555	1.900
37			2.9	35.7	61.4	0.304	1.414
38	21.7	65.2	11.6	1.4		0.392	4.072
39	4.4	35.3	20.6	17.6	22.1	1.580	2.824
40	22.1	42.6	26.5	5.9	2.9	0.937	3.750
41	37.7	46.4	15.9			0.496	4.217
42	44.9	55.1				0.251	4.449
43	60.0	37.7		1.4		0.335	4.580
44	23.2	47.8	15.9	11.6	1.4	0.958	3.797
45	20.3	42.0	33.3	2.9	1.4	0.740	3.768
46	23.2	60.9	11.6	2.9	1.4	0.603	4.014
47	22.1	67.6	10.3			0.314	4.117
48	42.9	55.7	1.4			0.275	4.414
49	25.7	58.6	7.1	8.6		0.681	4.014
50	10.0	42.9	24.3	18.6	4.3	1.073	3.357
51	15.7	62.9	10.0	10.0	1.4	0.762	3.814
52	24.3	58.6	14.3	2.9		0.505	4.043

TABLE XXI

RESPONSE DISTRIBUTIONS OF STUDENT TEACHERS

FOR THE EXPECTATION ITEMS

Item No.	Percentage Distribution					Variance	Mean
	SA	A	U	D	SD		
1	50.0	42.6	5.6	1.9		0.472	4.407
2	7.3	38.2	23.6	29.1	1.8	1.015	3.200
3	37.5	51.8	5.4	5.4		0.608	4.214
4	50.0	42.9	3.6	3.6		0.534	4.393
5	41.8	49.1	3.6	5.5		0.609	4.273
6	50.0	41.1	5.4	3.6		0.566	4.375
7	8.9	28.6	17.9	39.3	5.4	1.271	2.964
8	5.4	35.7	28.6	26.8	3.6	0.984	3.125
9	26.8	64.3	5.4	3.6		0.452	4.143
10	44.6	39.3	8.9	7.1		0.790	4.214
11	30.4	46.4	7.1	16.1		1.028	3.911
12	37.0	38.9	13.0	11.1		0.962	4.019
13	39.3	39.3	12.5	8.9		0.883	4.089
14	16.1	28.6	8.9	35.7	10.7	1.744	3.036
15			3.6	50.0	46.4	0.322	1.571
16	42.9	30.4	3.6	23.2		1.413	3.929
17	14.3	39.3	5.4	32.1	8.9	1.640	3.179
18			3.6	42.9	53.6	0.327	1.500
19	7.3	23.6	30.9	34.5	3.6	1.036	2.964
20	25.0	30.4	25.0	17.9	1.8	1.228	3.589
21	23.2	51.8	10.7	10.7	3.6	1.070	3.804
22	16.1	42.9	23.2	17.9		0.940	3.571
23	26.8	50.0	16.1	5.4	1.8	0.815	3.946
24	58.9	37.5	1.8	1.8		0.399	4.536
25	39.3	37.5	14.3	8.9		0.904	4.071
26	32.1	41.1	12.5	10.7	3.6	1.202	3.875

TABLE XXI (continued)

Item No.	Percentage Distribution					Variance	Mean
	SA	A	U	D	SD		
27	67.9	32.1				0.222	4.679
28	35.7	46.4	7.1	10.7		0.868	4.071
29	46.4	35.7	10.7	5.4	1.8	0.924	4.196
30	28.6	55.4	12.5	3.6		0.556	4.089
31	32.1	35.7	14.3	14.3	3.6	1.335	3.786
32	26.8	58.9	14.3			0.402	4.125
33	40.0	45.5	9.1	3.6	1.8	0.781	4.182
34	30.9	41.8	16.4	10.9		0.921	3.927
35	35.7	39.3	12.5	12.5		1.000	3.982
36	1.8	5.4	10.7	53.6	28.6	0.781	1.982
37	1.8	1.8		44.6	51.8	0.577	1.571
38	27.3	47.3	12.7	9.1	3.6	1.090	3.855
39	25.5	49.1	10.9	14.5		0.941	3.855
40	25.5	47.3	21.8	5.5		0.698	3.927
41	40.0	43.6	16.4			0.517	4.236
42	62.5	37.5				0.239	4.625
43	62.5	37.5				0.239	4.625
44	25.0	48.2	19.6	7.1		0.737	3.911
45	17.9	37.5	35.7	8.9		0.779	3.643
46	33.9	48.2	10.7	7.1		0.737	4.089
47	41.1	37.5	16.1	5.4		0.779	4.143
48	44.6	35.7	10.7	8.9		0.901	4.161
49	37.5	42.9	7.1	12.5		0.961	4.054
50	17.9	33.9	21.4	23.2	3.6	1.297	3.393
51	28.6	48.2	16.1	7.1		0.745	3.982
52	23.2	37.5	23.2	16.1		1.022	3.679

TABLE XXII

RESPONSE DISTRIBUTIONS OF FACULTY CONSULTANTS

FOR THE EXPECTATION ITEMS

Item No.	Percentage Distribution					Variance	Mean
	SA	A	U	D	SD		
1	50.0	43.8			6.3	1.029	4.313
2		18.8	12.5	50.0	18.8	1.029	2.313
3	12.5	56.3	12.5	12.5	6.3	1.196	3.563
4	43.8	50.0	6.3			0.383	4.375
5	12.5	56.3	12.5	12.5	6.3	1.196	3.563
6	31.3	56.3		6.3	6.3	1.200	4.000
7		12.5	12.5	56.3	18.8	0.829	2.188
8	6.3	18.8	6.3	50.0	18.8	1.462	2.438
9	37.5	50.0		6.3	6.3	1.262	4.063
10	18.8	31.3	18.8	18.8	12.5	1.800	3.250
11	6.3	31.3	25.0	25.0	12.5	1.396	2.938
12	18.8	56.3	6.3	12.5	6.3	1.296	3.688
13	31.3	43.8		12.5	12.5	1.962	3.688
14		37.5	12.5	31.3	18.8	1.429	2.688
15			6.7	33.3	60.0	0.410	1.467
16	43.8	31.3	6.3	12.5	6.3	1.662	3.938
17	6.3	43.8	6.3	25.0	18.8	1.796	2.938
18			6.7	33.3	60.0	0.410	1.467
19	35.7	21.4	7.1	35.7		1.802	3.571
20		12.5	25.0	25.0	37.5	1.183	2.125
21	25.0	43.8	6.3	6.3	18.8	2.133	3.500
22	6.3	31.3	31.3	18.8	12.5	1.333	3.000
23	50.0	37.5		6.3	6.3	1.362	4.188
24	43.8	43.8		6.3	6.3	1.317	4.125
25	37.5	31.3	18.8	6.3	6.3	1.450	3.875
26	68.8	18.8		6.3	6.3	1.450	4.375

TABLE XXII (continued)

Item No.	Percentage Distribution					Variance	Mean
	SA	A	U	D	SD		
27	56.3	37.5			6.3	1.050	4.375
28	31.3	37.5	18.8	6.3	6.3	1.362	3.813
29	12.5	31.3	50.0		6.3	0.929	3.438
30	25.0	50.0	18.8		6.3	1.050	3.875
31	6.3	6.3	12.5	43.8	31.3	1.317	2.125
32	37.5	37.5	6.3	12.5	6.3	1.583	3.875
33	37.5	43.8	6.3	6.3	6.3	1.333	4.000
34	12.5	37.5	6.3	37.5	6.3	1.583	3.125
35	12.5	43.8	6.3	31.3	6.3	1.533	3.200
36	12.5	6.3	18.8	25.0	37.5	1.962	2.313
37			6.3	12.5	81.3	0.333	1.250
38	33.3	60.0			6.7	0.981	4.133
39	6.3	18.8	31.3	18.8	25.0	1.583	2.625
40	6.3	43.8	25.0		25.0	1.796	3.063
41	31.3	50.0	12.5		6.3	1.067	4.000
42	43.8	50.0			6.3	1.000	4.250
43	62.5	31.3			6.3	1.063	4.438
44	12.5	18.8	12.5	37.5	18.8	1.829	2.688
45	12.5	31.3	37.5	12.5	6.3	1.162	3.313
46	37.5	31.3	18.8	6.3	6.3	1.450	3.875
47	13.3	46.7	13.3	26.7		1.124	3.467
48	31.3	31.3	25.0	6.3	6.3	1.400	3.750
49	18.8	43.8	12.5	6.3	18.8	1.983	3.375
50	12.5	31.3	18.8	12.5	25.0	2.063	2.938
51	25.0	50.0	12.5		12.5	1.533	3.750
52	26.7	40.0	6.7	13.3	13.3	1.981	3.523